

St. Andrews

Presbyterian College Catalog 1973-1974, Laurinburg, N.C. 28352





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of our environment.**

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In his inaugural address at the University of St. Andrews,
John Stuart Mill said, "Men are men
before they are lawyers or physicians, or merchants,
or manufacturers, and if you will make them
capable and sensible men they will make themselves
capable and sensible lawyers or politicians . . ."

St. Andrews Presbyterian College thus places its
primary emphasis upon being a small liberal arts
college of quality. St. Andrews has done this
in the conviction that by so being it might best
help its graduates become "capable and sensible"
men and women — help them make a life for
themselves and their fellow men that is worth living.

St. Andrews has redesigned the traditional
liberal arts curriculum seeking a balance between
depth and breadth of learning.
We seek to be a community of learning — of self,
of society, of the world, of God.

We seek students and teachers pursuing
these goals to join in our bold and ongoing
experiment in Christian higher education.

Donald J. Hart, President



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Visitors to the campus are welcome. Offices of the College are open Monday through Friday from 9:00 to 5:00. The Office of Admissions is open on weekends by appointment.

College Calendar St. Andrews follows an academic calendar and program popularly known as the 4-1-4 program. This calendar divides the academic year into three terms: the first term contains four months; the second term, one month; the third term, four months. The fall term begins early in September and ends with the Christmas vacation; the month of January constitutes the winter term; the spring term begins in February and ends in late May or early June.

This calendar has many advantages. Work in the first term is not frequently interrupted by vacations, and examinations are over before the Christmas holidays. Classes meet more frequently, and students take fewer courses, four courses in the fall and spring terms and one course in the winter term. During the winter term, independent study, seminar work, and off-campus activities are stressed. Both students and professors concentrate their interest and attention upon one subject in this term and have an opportunity for many educational activities not possible in the more conventional academic program. A wide range of cooperation with other colleges having the 4-1-4 program also now becomes possible.

Fall Term 1973

September	2-4	Sunday-Tuesday	New Student Orientation
September	5	Wednesday	New Student Registration
September	6	Thursday (8:30 a.m.)	Classes begin
September	13	Thursday (5:00 p.m.)	Last day to add a course for Fall Term
September	20	Thursday (5:00 p.m.)	Last day to drop a course without a grade
October	4	Thursday (5:00 p.m.)	Spring Term and Summer Term grades of "I" and "E" become "F" if not removed
October	19	Friday (5:00 p.m.)	Fall recess begins; residence halls to remain open.*
October	24	Wednesday (8:30 a.m.)	Fall recess ends
October	26	Friday (5:00 p.m.)	Mid-Term grades due
November	1-6	Thursday-Tuesday	Advanced registration for Winter Term and Spring Term
November	14	Wednesday (5:00 p.m.)	Last day to drop a course with "WP"
November	20	Tuesday (5:00 p.m.)	Thanksgiving recess begins*
November	26	Monday (8:30 a.m.)	Thanksgiving recess ends

*See footnote on cafeteria, page 7.

December	13-19	Thursday-Wednesday	Fall Term Final Examinations
December	19	Wednesday (5:00 p.m.)	Fall Term ends
December	20	Thursday (noon)	Residence halls close*
December	21	Friday (noon)	Fall Term grades due

Winter Term 1974

January	3	Thursday (8:30 a.m.)	Winter Term begins
January	4	Friday (5:00 p.m.) (5:00 p.m.)	Last day to add a course for Winter Term
January	31	Thursday (5:00 p.m.)	Winter Term ends*
February	1	Friday (5:00 p.m.)	Fall Term grades of "I" and "E" become "F" if not removed

Spring Term 1974

February	4	Monday	Orientation of New Students and New Student Registration
February	5	Tuesday (8:30 a.m.) (5:00 p.m.)	Classes begin Winter Term grades due
February	12	Tuesday (5:00 p.m.)	Last day to add a course or drop a course without a grade for Spring Term
March	5	Tuesday (5:00 p.m.)	Winter Term grades of "I" and "E" become "F" if not re- moved
March	22	Friday (5:00 p.m.)	Mid-Term grades due; Spring recess begins*
April	1	Monday (8:30 a.m.)	Spring recess ends
April	16	Tuesday (5:00 p.m.)	Last day to drop a course with a "WP"
April	25-30	Thursday-Tuesday	Advanced registration for Fall Term 1974
May	15	Wednesday	Last class day of Spring Term
May	16-22	Thursday-Wednesday	Spring Term Examinations
May	22	Wednesday (5:00 p.m.)	Spring Term ends*
May	23	Thursday (noon)	Senior grades due
May	26	Sunday	Commencement
May	27	Monday (noon)	Residence halls close
May	28	Tuesday (noon)	Spring Term grades due

Summer Term 1974

June	10	Monday	Summer Term begins
August	16	Friday	Summer Term ends

* The schedule for meal service during recesses:

Recess	Cafeteria Closed	Snack Bar
Fall	Oct. 20 thru lunch, Oct. 23	Open
Thanksgiving	Nov. 21 thru lunch, Nov. 25	Closed
Christmas	Dec. 20 thru lunch, Jan. 2	Closed
Winter	Feb. 1 thru lunch, Feb. 4	Open
Spring	March 23 thru lunch, March 31	Closed
End of year	Regular food service ends with the evening meal, May 22. However, for graduating seniors and certain students with Commencement duties service continues thru noon meal on Sunday, May 26.	

The College Calendar 1973-1974

The College St. Andrews Presbyterian College is a four-year, coeducational, residential college in Laurinburg, North Carolina. Established in 1958 by the Presbyterian Synod of North Carolina, which elects trustees of the College, St. Andrews is Christian but not sectarian in character, innovative in its programs and teaching, contemporary in its 820-acre campus and in its intention to provide maximum opportunity for independent and interdisciplinary study.

The College regards as its primary objective the cultivation of disciplined, inquiring minds in students who are aware of Christian ideals and values, minds that will serve them as flexible instruments for confronting constant and accelerating change. The interdisciplinary philosophy that shapes the St. Andrews curriculum is designed to achieve this end, and the core program of the College clearly reflects this philosophy.

The four-year interdisciplinary studies in World Cultures, entitled Christianity and Culture, combine and interrelate religion, history, philosophy, literature, the social sciences, and the arts. It seeks to develop an understanding of Christianity in its impact upon Western civilization and in its application to the problems of our times, to impart a knowledge of non-Western civilization, and to kindle a real concern for moral and religious values.

The interdisciplinary philosophy also undergirds the St. Andrews program in mathematics and the natural sciences. Accepting the premise that a liberal education includes a familiarity with the natural sciences, St. Andrews requires of all freshmen the team-taught, interdisciplinary course, "Selected Topics in Modern Science." In this course and in the several science majors the students will find an emphasis on the interrelated nature of the sciences and the relationships between the natural sciences and the other academic disciplines.

The same careful planning and consultation with leading educators that preceded the interdisciplinary program in the humanities and the social sciences, and more recently, the science curricula, now is being brought to bear in a third area — an interdisciplinary approach to the social and behavioral sciences. The new program will integrate study in such areas as economics, business administration, politics, psychology, and sociology. The College began a pilot program in this area in 1971-72.

Accreditation

The College is accredited by the Southern Association of Colleges and Schools. It is an institutional member of the National Association of Schools of Music and the American Association of Colleges for Teacher Education. It also holds membership in the North Carolina Association of Colleges and Universities, the Association of

American Colleges, the North Carolina Foundation of Church-Related Colleges, and the Piedmont University Center. The athletic program is approved by the National Association of Intercollegiate Athletics (NAIA). Women graduates qualify for membership in the American Association of University Women.

History

In the early 1950's the Presbyterians of North Carolina were faced with the problem of too many colleges for their financial resources. They obtained a grant from the Ford Foundation to conduct an over-all study of the program of Christian higher education in the Synod of North Carolina. One of the results of the study was a decision by the Synod in 1955 to merge several of its colleges into one at a new site.

A board of trustees was elected with representation from the boards of trustees of the merging schools after these boards had signed the agreement of consolidation. The official agreement of consolidation was filed with the Secretary of State in Raleigh on May 28, 1958, and was called the Charter of the Consolidated Presbyterian College.

Subsequently, another foundation grant enabled the Synod to conduct a study leading to the new features of the St. Andrews curriculum and student life. Long periods of planning by the Board went into the campus design, the curriculum and administrative organization of the new college.

St. Andrews was named in late 1960 after a careful study by a subcommittee of the Board of Trustees. The name has great historical and traditional significance in the Protestant heritage. Not only was Andrew one of Christ's disciples, but the name "Andrew" is Greek and means "manhood" or "valor." The University of St. Andrews in Scotland also was a key factor in the development of Protestant higher education in Scotland.

The merging institutions contributed years of experience and time-honored traditions to the new college. Flora Macdonald College, named for the colorful Scottish heroine, was founded in Red Springs by Fayetteville Presbytery in 1896. First called Red Springs Seminary, the name was changed in 1903 to Southern Presbyterian College and Conservatory of Music in recognition of its outstanding academic program in music. In 1914 Dr. James A. Macdonald of Toronto suggested that the name be changed to Flora Macdonald.

In 1928 the Synod of North Carolina authorized the establishment of the Presbyterian Junior College for Men in Maxton, and that institution rendered valuable service to North Carolina youth until it became a part of St. Andrews.

Location

St. Andrews lies on the south side of Laurinburg, twice an "All-

America'' city and the county seat of Scotland County. Its location at the edge of the famous Sandhills country gives students a pleasant setting for study and recreation. Laurinburg's climate is similar to that of nearby winter resorts of Southern Pines and Pinehurst. The area is noted for the beauty of its azaleas, camellias, dogwood, and longleaf pine. Laurinburg is at the junction of U.S. routes 401, 15, 501, and 74. These arteries, plus bus service and proximity to air service, make Laurinburg accessible from all parts of the country. The College is served by the Seaboard Coast Line Railroad via Hamlet and Fayetteville, and by Piedmont Airlines through Fayetteville. Laurinburg-Maxton Airport, a general aviation field with 6,500-foot runways, is within six miles of the campus.

Campus

One of the chief attractions of the College is its new, contemporary style campus situated on 820 acres of rolling land, most of which lies in the city limits. Leading educational consultants were employed to work with expert architects and landscape architects to translate Christian educational philosophy into modern construction. Design of the campus won for its architects a first-place citation in national competition.

Most of the campus buildings are grouped on the northern and southern banks of a 70-acre lake, Lake Moore, honoring the College's first president, Dr. Ansley C. Moore. Major buildings for academic work—the library, teaching auditorium, and the liberal arts, music, and science buildings—are on the southern; facilities for student housing, recreation, and extra-curricular activities are located on the northern side. A causewalk restricted to pedestrians links the two areas. The beauty of the campus is enhanced by placement of power and telephone lines underground. All permanent buildings are linked to a central air-conditioning and heating system. Every building has ramps and other design features for students with physical limitations.

THE DE TAMBLE LIBRARY is a handsome three-story building at lakeside. Gifts for its construction came from many sources, the largest from the First Presbyterian Church of Winston-Salem out of the F. J. DeTamble legacy, with others from the Z. Smith Reynolds and Mary Reynolds Babcock Foundations.

At St. Andrews the library is central to the educational process; "teaching with books" is not an empty phrase. Its more than 78,000 volumes, 5,000 reels of microfilm, and hundreds of periodicals and newspapers have been chosen to support the curriculum and to assist in the development of the intellectual personality. The library is open approximately 70 hours a week. Students have free access to the stacks with a variety of reading and study settings available.

Many journals are available on microform with equipment such as microfilm readers and copying machines on hand to enable students and faculty to exploit fully all library resources. Special collections include a paperback collection for nonrestricted borrowing and a music collection of nearly 1,500 scores and more than 1,000 phonorecords with listening facilities. Other collections include the Scottish and Rare Book Collection and the various materials of the U.S. government document depository.

THE LIBERAL ARTS BUILDING, housing academic activities within an area of 64,000 square feet, stands to the east of the library. One-story on the south side, the building changes to two-story height on the lake front and has two enclosed courtyards. It now contains 18 lecture-classrooms, six art studios for painting, sculpture, ceramics and photography, a 200-seat theatre, an experimental psychology laboratory, a faculty lounge, 38 faculty offices, an exhibition lobby area and the administrative offices. Provision for audio-visual instruction, not only in this building but throughout the campus, includes modern dial access equipment.

THE SCIENCE CENTER, adjoining the Liberal Arts Building, and containing 76,600 square feet, is designed to provide facilities for our unique science program. On the upper level is the 255 x 80-foot multi-disciplinary laboratory, the instrumentation room containing such sophisticated science equipment as a nuclear magnetic resonance spectrometer and an electron microscope, facilities for radiation experimentation, four large growth chambers, a self-service stock room, shops for woodworking, metal working, and glass-blowing, and four seminar rooms. The lower level, facing the lake, contains fourteen large faculty teaching offices designed for individual and small group instruction, and six seminar rooms.

THE AVINGER AUDITORIUM, made possible by a gift from Mrs. George F. Avinger in memory of her husband, connects the Science Center and the Liberal Arts Building. Designed as a teaching auditorium, it is equipped and furnished with the best facilities available to make possible effective instruction for large and small audiences. Its 400 seats are arranged at rows of tables, placed on five levels, all facing a common lecture area. The excellent acoustics are enhanced by carpeting throughout the auditorium. Equipment for audio-visual instruction includes three projectors and screens ready for simultaneous use when desirable.

THE VARDELL MUSIC BUILDING, to the west of the library, forms the third side of what will become a quadrangle of academic buildings. It contains the music office; a choral-recital auditorium with an organ; a band and orchestra rehearsal room; 18 practice rooms, including four organs, a harpsichord and a clavichord; seven studios for piano, organ, voice, and instrumental teaching; a music theory

classroom; two classrooms for music and general use; the music library and listening room; a recording studio; six faculty offices; and an art gallery.

THE COLLEGE UNION makes effective use of glass and sunlight, and overlooks the lake on the residential side of the campus. The center of campus social life, it houses the student lounges, television room, music-listening room, recreational facilities, the Red Lion snack bar, post office, student book store, student activity offices, and cafeteria.

THE EIGHT DORMITORIES are single- and multiple-story to accommodate 96 and 114 students to a building. The single-story buildings are constructed around courtyards. One outstanding feature of all dormitories, especially conducive to developing a spirit of cooperative student living, is the small group unit to accommodate 12 or 16 students. These units include bedrooms, bath, and a lounge. Laundry facilities are conveniently located in each dormitory. In addition each dormitory has a reception area, residence hall director's apartment, and all required auxiliary facilities.

Near the dormitories are these physical educational facilities: an all-weather track, Clark Field for baseball, lighted all-weather tennis courts, soccer and hockey fields, and a golf practice area with a par-three course of seven holes.

THE PHYSICAL EDUCATION CENTER is in a convenient location between the two residence areas. Designed to undergird the St. Andrews program of athletics for men and women with an emphasis on lifetime sports, it is a focal point of student life. The Harris Basketball Court has a seating capacity of 1,200 and can be converted for several intramural games. The Olympic-size O'Herron Swimming Pool is available for year-round use, as are the bowling alleys, handball courts, game room, wrestling and weight rooms. Offices for the physical education staff, provided by the McNair family, are next to the three classrooms. Other facilities include lockers and dressing rooms and accommodations for visiting teams.

THE REHABILITATION AND EVALUATION CENTER is a new building that will come into use in 1973-74, serving as a special facility for physically handicapped students and as the infirmary for the College.

Plans for the *BELK CHAPEL* are under final review. The building will contain offices for the College pastor and for the counseling staff. The chapel will have a three-manual Schantz organ, and the adjacent tower will house a Schulmerich carillon.

Partial funding has been received for two future buildings, the John Blue Administrative Building and the Frances Ley Springs Learning Resources Center.

College Aim



College Aim In the philosophy to which it is committed St. Andrews Presbyterian College is avowedly Christian. The College was established by the Synod of North Carolina of the Presbyterian Church in the United States. Its trustees are elected by this Synod.

To symbolize this commitment it is planned to place the College chapel at the center of the campus; in similar fashion the Christianity and Culture program has been placed at the heart of the curriculum. In the education experience seen as a whole there is a continuing concern to combine effectively the intellectual and the spiritual.

In more specific terms, the college program is designed to develop in the students who attend St. Andrews such characteristics and attitudes as the following:

(1) A disciplined, informed, and inquiring mind marked by the ability to think clearly and to express ideas effectively.

(2) A breadth of intellectual sympathy that will include awareness of the major cultural achievements of Western civilization and of the emerging non-Western cultures.

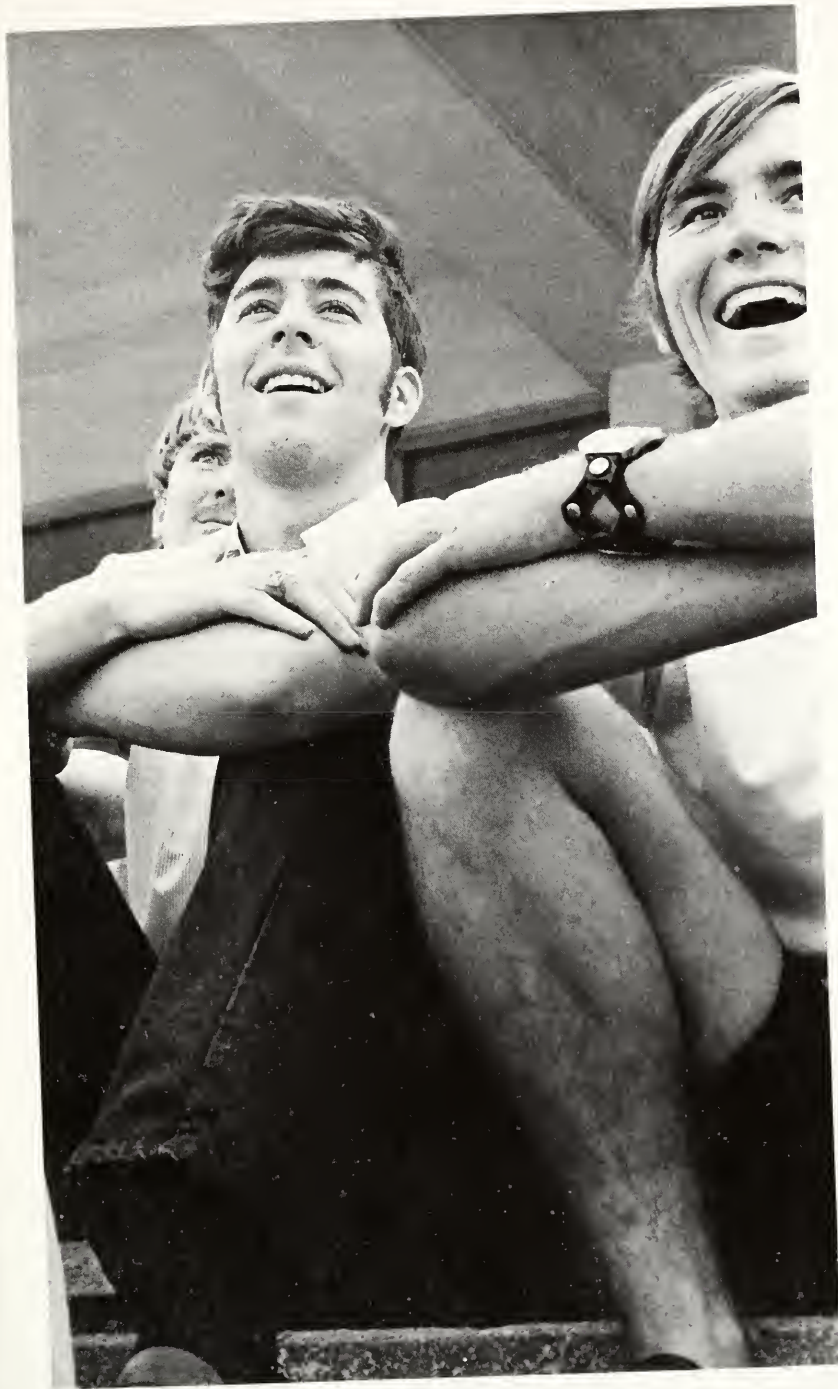
(3) A growing and informed Christian faith that finds expression in dedication to promulgation and practice of Christian ideals in all areas of life.

(4) An intelligent concern for the realization of Christian and democratic values not only in personal relations but also in national and international affairs.

(5) A desire for continued intellectual, moral, and spiritual growth.

(6) Physical and emotional health and vitality.

Student Life



Student Life St. Andrews student life seeks the full dimension of living and learning together. The academic program, social and recreational activities, civic involvement, and religious opportunities all contribute to the realization of this goal.

The academic program, climaxed with the awarding of the baccalaureate degree, brings about intellectual competence, familiarity with the learning process, and skills and knowledge in special fields.

Social and recreational activities are most often conducted in the context of group living, offering the student many opportunities to develop poise and confidence in social activities. Individual responsibility is the keynote of student citizenship. Student government helps plan and regulate the campus life through the Senate, the Cabinet and the Student Judiciary.

The religious life on the campus is centered in chapel programs and other activities which provide experience in worship, in spiritual growth, and in service to the campus community and beyond.

Today's Students

Throughout our nation, today's students are involved in a continuing effort to find themselves and their place in the world. They are asking questions about educational goals and practices that lack relevance to the modern world, about traditional curriculum patterns, and about bland, impersonal, rigid administrative regulations.

St. Andrews is among those colleges willing to listen with critical attention to the voices of today's students. It is finding that these young men and women are generally better prepared for college than previous student generations, and that they come with a high degree of honesty, sincerity, and purposefulness. They want to contribute to the improvement of their college and their community, and they seek constructive ways to use their talents and energies.

The St. Andrews Response

The growing concern of the student to be involved in the governance of his affairs is met with the College's effort to develop a strong feeling of identification with the College — its problems, its opportunities, its plans, and its programs. It offers the student the chance to assume responsibility for his education, to exercise self-discipline in his behavior, and to provide self-direction in his personal and intellectual growth. This concept of individual freedom exercised with responsibility is proving more acceptable and more effective than the old idea of the college administration acting *in loco parentis*.

St. Andrews seeks to help students ascertain and express their needs for individual understanding and growth and their relation

to the world and life. In contrast to larger institutions where there is little contact with faculty, St. Andrews, because of its size but also because of the concern manifest by many professors and instructors, is a school where students have access to instructors and deans, and where instructors and administrators have more than a behind-the-desk personality.

Most classes are small enough to permit give-and-take discussion and exchange of ideas. Informal discussion continues in the halls, in offices, in lounges and rooms. On occasion, professors are invited to exchange ideas with interested students in sessions which go on for hours. Seminars for upperclassmen afford students the chance to suggest and pursue, under informed direction, topics or interests they want to study in depth, and to react to questions of fellow students and professors.

Intellectual competence of the faculty, opportunities to ask questions and seek answers, exposure to stimulating ideas and divergent viewpoints — all contribute to a viable atmosphere for the student who takes his education seriously and takes seriously the possibilities inherent in self-directed study and active participation in the many areas open to him.

In line with openness in academic inquiry, St. Andrews encourages a concept of student living that is equally forthright and honest, allowing opportunities to experience many different approaches to life's problems, both in the classroom and in the residence hall, on and off campus, in thoughtful isolation or in social relationships.

Almost all activities on campus are as open to new students as to the upperclassman: a freshman student may play a lead role in a major dramatic production; freshmen and transfer students frequently win office in spring elections. Students serve on all major College committees as voting members. Active participation is encouraged in musical and dramatic groups, athletics, the Student Peace Corps, the student publications, residence hall activities, etc.

Honor at St. Andrews

The St. Andrews Honor Code was instituted by the students in cooperation with the faculty and attests to a belief in the integrity of the community and to the individual's responsibility for his own behavior. Lying, cheating, and stealing are serious violations of community integrity and thus are the concern of all members of the community.

All members of the community (students, faculty, administration and staff personnel) bear responsibility for maintaining high standards of conduct, and all are pledged to deal with violations of honor in a responsible way. Each student upon matriculation at St. Andrews will sign the following pledge:

As a member of the honor community of St. Andrews, I pledge that I will not lie, cheat, or steal, nor will I tolerate this conduct in any other member of the community. I will do all within my power to uphold the high standard of integrity and honor of St. Andrews.

Members of the administration and faculty of St. Andrews pledge themselves to respect the spirit and intention of this Honor Code, and to support those who are charged with the responsibility of administering the Honor System.

The Student Association

The Student Association is made up of all students of the College. The Cabinet is the executive body consisting of elected leaders of all major boards and activities, together with the chief elected officers of the student body. The Attorney General is the chief judicial officer of the Association, and various courts are elected or appointed to carry out the judicial responsibilities of student government.

The Senate, composed of representatives from each of the eight residence halls plus day student representative, serves as the legislative body of the Association. Faculty or administration advisers serve with the students and all questions involving student welfare or interests are carefully considered for the general good of all.

Student Personnel Service

Student life activities are under the general supervision of the joint student-faculty Student Life Committee which works with the Dean of Students and the Office of Student Personnel Services. A subcommittee of the Faculty Executive Committee, including faculty, administrators, and students, works with the Dean of the College in reviewing academic problems as they arise. Judiciary matters are handled by the Student Attorney General or by one of the several lower courts as designated by him.

Students are expected to be responsible for their own behavior and to direct their lives responsibly while they are students at St. Andrews. Those unwilling to follow the policies and procedures of the institution will subject themselves to disciplinary action.

Residence Hall Life

Since St. Andrews is a residential college, all students are required to live in the dormitories on campus, when available space permits, unless they are living with parents, guardians, or husbands or wives. Single undergraduate men and women fully admitted but for whom no space on campus can be assured may reside off campus subject

to approval by the Office of Student Personnel Services. Basic college regulations apply to off-campus residents.

Residence hall life at St. Andrews provides opportunities for responsible group living, for adjustment to conditions new and different, and for forming close friendships which will enrich life in the future as well as in the years at college. Students live in small units of 12 to 16 in suites grouped around a common lounge. Although strain and stress may sometimes interfere with harmony and happiness when many new people begin the process of living together, usually the results are creative adaptation and warm relationships. Strong attachments are formed for certain suites or for a particular dormitory, and the identity of the occupants and the self-discipline and control exerted on the individuals by the group become a fruitful and creative influence.

The Dorm Council and the Residence Director operate each residence hall, planning recreational and fellowship activities. Each residence hall is responsible for setting its own residence hall living controls in regard to hours, visiting privileges, and social and recreational programs within the framework of general college policy.

The College Union Dining Hall provides meal service throughout the regular college year except during stated vacation and holiday periods. The Red Lion snack bar is open to all students at stipulated hours and day students and those living off campus may eat here or buy a long-term meal ticket from the college food service.

Counseling and Guidance

Each student is assigned a faculty adviser prior to registration who remains as his adviser through the first two years unless the student requests a change. Assistance is provided the student in planning his academic program and in solving non-academic problems.

Counseling Services provides short-term individual and group counseling on campus by qualified counselors. Also available for consultation with students are the deans, faculty members, residence hall directors, and other administrators. Arrangements are made by the College to have psychiatric consultation available for those who may benefit from this level of professional help.

Career Planning and Placement Center

This College service exists to promote the student's personal development by assisting him in planning for future career opportunities. This service is implemented by making available occupational literature; maintaining listings for summer and part-time employment; arranging interviews with representatives of business, industry, and government; administering tests and offering vocational counseling in cooperation with the Career and Personal Counseling Center; and establishing a permanent file for alumni placement.

Career and Personal Counseling Center

The Career and Personal Counseling Center is one of three counseling centers in North Carolina approved by the International Association of Counseling Services. Operating under a special agreement with St. Andrews, the Counseling Center offers structured programs of counseling, testing, and occupational-educational research for any St. Andrews student desiring the services on a walk-in or referral basis.

Variety of Student Activities

About thirty states are represented in the St. Andrews student body, with most of the students coming from Atlantic Seaboard states. Wide geographic distribution implies broad cultural and racial backgrounds, and students' interests and experience vary greatly. In an effort to offer something of value to all students, and in line with the many possibilities for growth in all the dimensions of campus living, St. Andrews is ever widening its cultural program and outlook.

The Division of Art, Music and Theatre provides the main impetus for cultural events through the presentation of concerts, recitals, festivals, and exhibits, utilizing faculty and students, as well as visiting artists.

Student social and recreational activities are coordinated by the College Union Board. The varied activities include dances, pop concerts, movies, and off-campus trips. The College Union Board also cooperates with other student groups in the operation of an on-campus coffeehouse, "Farrago."

The 820-acre campus, containing a 70-acre lake, affords an abundance of outdoor leisure activities. The riding club has facilities for the care and riding of student-owned and club-owned horses, and there is a sailing club with its own sailboat, and a gun club for those who wish to hunt in the area. Controls are defined and enforced for all these activities.

St. Andrews seeks a healthy balance between its varsity sports program and its program of intramural sports and recreation. Currently the College fields varsity teams in nine intercollegiate sports: soccer, cross country, basketball, wrestling, bowling, baseball, golf, tennis, and track. In endorsing the value of intercollegiate competition, St. Andrews is committed to a policy of no athletic scholarships and competes primarily in the Dixie Intercollegiate Athletic Conference whose members share this philosophy. The College is also a member of the National Association of Intercollegiate Athletics (NAIA) and competes creditably with teams of NAIA District 29 (embracing eastern portions of the two Carolinas and Virginia), although many of these teams do have athletic scholarships.

The St. Andrews Radio Club operates an on-campus radio station,

WSAP, which is a member of the Intercollegiate Broadcasting System, and also an amateur "ham" station. Opportunities for training and work in all phases of the broadcasting media are provided, including electrical engineering, public relations, advertising sales, and programming. WSAP has excellent facilities and broadcasts 14 hours daily to the campus on a closed circuit. The station is housed in a redesigned building at the northeast corner of the campus, which also houses the Farrago Coffeehouse.

Campus literary activities are centered around the major campus publications: the newspaper, *The Lance*; the yearbook, *the Lamp and Shield*; and the student literary magazine, *The Cairn*. Students also contribute regularly to the *St. Andrews Review*. An active program of poetry readings by students, faculty, and guests enriches literary life.

Religious Life

The curricular and extracurricular emphases combine to make clear the implications of Christianity for modern life.

While St. Andrews is a college of the church, it is not sectarian in outlook. The various religious activities are ecumenical in emphasis, even as the Christianity and Culture curriculum is designed to give all students a very broad exposure to all aspects of the Judeo-Christian tradition. The College Christian Council provides students and faculty with opportunities to celebrate their faith in worship and to express it in service both on and off the campus.

Worship

The churches of Laurinburg offer the student a wide selection of worship opportunities on Sunday, as well as opportunities to participate actively in other phases of the church's program.

A voluntary weekly chapel service is held on campus to enable the students and faculty to worship together as an academic community. In these services the attempt is made to relate the worship of God to the particular needs and experiences of students, faculty, and staff. In addition to traditional modes of worship where the College Pastor and others may speak, various other media are employed to enrich the worship experience.

Service

The St. Andrews Peace Corps was created to provide a channel for students to put their faith into practice in service to their fellow man. Students work with the disadvantaged population of the area serving as tutors to young people, aides and advisors to families. They also work with churches and other service groups in a variety of programs.

Students sing in local church choirs, teach church school classes, work with Scout troops, and may become affiliate members of local churches during their time at St. Andrews.

Health and Medical Care

The College Health Center, with a full-time Resident Nurse, an Assistant Nurse, and a College Physician available for daily consultation, is maintained for routine medical and first aid services to the students at no extra charge. For those who live in the residence halls, overnight care in the Health Center is provided when necessary; however, cases needing special or more than casual bedside attention will be referred to a local hospital. Such special care, special medications, and the services of medical doctors off campus are financial responsibilities of the students and their parents.

The College Physician, as well as other medical doctors, may be seen for private consultation off campus, or at the specific request of a student or parent. Such services are not provided as a part of the College Health Center program.

Through the cooperation of a commercial insurance company, a low-premium accident and sickness insurance plan is available to full-time students. The College recommends strongly that parents secure such protection for their sons and daughters if adequate coverage is not provided through family or individual programs.

Ground was broken during the Spring Term, 1973, for a new 19-bed Health and Rehabilitation Center. The Center serves the total student body for health care needs, and a smaller number of severely handicapped students as residents in the Center.

Physically Handicapped Students

The College is fully accessible to physically handicapped students and there are approximately 25 wheelchair students in the student body at any given time. A wide range of special services is available to them including counseling, aides, rehabilitation nursing, urology, adapted physical education, driver training, wheelchair repairs, and transportation by special bus. Handicapped students share the same dormitory facilities as the able-bodied and in general participate in all of the same college activities with them. Prospective handicapped students are admitted to the College by means of a Summer Trial Session during which regular college courses are taken for credit while an overall evaluation is made of their functioning on this campus. For information about the program for physically handicapped, write the Director of Health and Rehabilitation Services, St. Andrews Presbyterian College, Laurinburg, N. C. 28352.

Use of Motor Vehicles

St. Andrews officials recognize that motor vehicle operation hazards exist far beyond the bounds or control of the College and do not encourage students to bring vehicles to the campus.

However, students who wish to operate a motor vehicle on campus must secure a permit from the Office of Student Personal Services. The permit requires that the applicant have approval of his or her parents, guardian, or spouse, if married, and present evidence of personal and property liability protection, and such other data as may be requested for supporting the application. The fee for a motor vehicle permit is one dollar per year.

Parental Relations

Parents' attitudes can affect student adjustment to the new experience of going to college. Parents are urged to permit the student to be "on his own," reassuring him with support and affection, but refraining from any direct interference in his academic or social situation. Students given this freedom will generally move more quickly toward maturity and self-realization.

Parents as well as students receive academic reports after official grading periods and are also informed of any disciplinary action. Students, however, are expected to inform their parents in such cases and not leave the responsibility entirely to college officials.

Policy Regarding Drugs and Alcoholic Beverages

The College cannot condone the abuse or illegal use of drugs and/or alcohol. Specific information regarding this matter is found in the Student Handbook.





Admissions St. Andrews is committed to the education of those persons who are seeking a church-related college with excellent standards of scholarship. The student who is interested in attending St. Andrews should submit an application during his junior year or early in his senior year of high school. He may use the form in the back of this catalog or request one from the Director of Admissions. When the application is received, accompanied by a non-refundable \$15 fee, the Admissions Office will send the student further instructions.

Applicants with good secondary school records and strong Scholastic Aptitude Test scores can expect to hear from the Faculty Admission Committee early in their senior year. Other students will be considered after the College receives their first semester senior grades and senior SAT scores.

Major factors to be considered for admission to St. Andrews are a student's high school academic record including rank in class, the types of subjects studied, proficiency in English, the results of Scholastic Aptitude Tests, personal attributes, and interests and involvement in school and community activities. No specific grade average or test result assures admission to the College; the Committee on Admissions will evaluate an applicant's total record before deciding to approve or deny admission. Generally, the student who has followed an academic curriculum in high school will be more likely to succeed in college. Preparatory training should emphasize the traditional academic subjects.

The recommended high school credits include:

English	4 units
Foreign Language	3 or 4 units
Mathematics (Algebra, 2; Plane Geometry, 1)	3 units
Social Sciences	2 units
Natural Sciences	2 units
Electives	2 or more units

An applicant who has not taken all the recommended subjects will not be denied admission for this reason alone, provided course credits are reasonably similar. However, if the applicant has a year or more of high school remaining, he should make every effort to take the rest of his study in the recommended fields.

St. Andrews requires applicants to take the College Entrance Examination Board's Scholastic Aptitude Test. Applicants may be accepted on the basis of Junior SAT scores; when the test is taken more than once, the best score is used for admission purposes. If

the test has not been taken during the junior year, applicants are advised to register for the earliest possible testing date in the senior year.

St. Andrews also participates in the Advanced Placement Program of the CEEB. The student who received a 4 or 5 on any College Board Advanced Placement Examination will receive college credit in the subject at St. Andrews. Students will be excused from a college course on a score of 3. This policy applies only to courses which are similar to those in our programs of study.

All applicants for a major in music must audition for the music faculty on campus or, if absolutely necessary, by tape during the year preceding entrance to the College. Audition dates and specific requirements for the auditions may be obtained by writing the chairman of the music program.

A student wishing to transfer to St. Andrews from other colleges should have maintained at least a "C" average in all college work undertaken. He must request that a transcript of his record be sent to the St. Andrews Admission Office before his application can be acted upon.

Graduates of junior colleges and two-year community colleges who have completed the approved liberal arts program can expect junior standing if accepted as transfer students at St. Andrews.

Prospective students and their parents are cordially invited to visit the St. Andrews campus. Such a visit can be especially beneficial if it is planned during the college year. It is best if appointments for interviews are made in advance. If a student has not previously applied for admission, he should send a copy of his high school transcript with his request for an appointment. The Admissions Office is open for such appointments from 9 a.m. to 4 p.m. on weekdays and on weekends by appointment.

Cost and Quality Because of its church-related nature and concern for the individual, St. Andrews seeks to make its opportunities available to qualified students from diverse backgrounds. It makes a genuine effort to balance its comprehensive fee between the demands of quality education and the financial resources of many families. As discussed in detail in the next section, the College provides financial aid to enable qualified students to consider St. Andrews.

The comprehensive fee for each resident student (both in-state and out-of-state) is \$3095. It includes room, board, tuition, college infirmary services, laboratory fees, the lecture and concert series, and subscriptions to the college newspaper and yearbook. The comprehensive fee for non-resident students is \$2100, which includes tuition, health services while on campus, laboratory fees, lecture and concert series, and subscriptions to the college newspaper and yearbook. In addition to the comprehensive fee, a student will incur personal expenses such as books, laundry, and incidentals.

Schedule of Payments for Comprehensive Fee

Resident Students

Room reservation deposit due May 1 (non-refundable after May 1)	\$ 100
Balance of fall/winter term fees due August 31	1600
Spring term fees due January 31	1395
	\$3095

Non-Resident Students

Fall/winter fees due August 31	\$1150
Spring term fees due January 31	950
	\$2100

Any other arrangement for payment must be made with the College business office prior to registration. Financing plans available through private companies have enabled many students to plan their payments to fit more conveniently with family budgets. For information, contact the business office.

To meet changing economic conditions, the Board of Trustees reserves the right to revise annual fees.

Residence Classification

For fee purposes each student whose permanent residence is beyond commuting distance is automatically classified as a resident student unless approved in writing as a non-resident. Application for non-resident status is made at the Office of Student Personnel Services. When non-resident status is approved after the beginning

of a term, charges are prorated according to the time spent in each status.

Payment of Accounts

In addition to the comprehensive fee scheduled above, other fees, fines, and charges may apply. They are due when assessed and are payable at the College Business Office. Balances due at the end of any month which are not received by the end of the following month are subject to an interest charge equal to one-half percent of the amount remaining unpaid. Continuous non-payment will be subject to other penalties, including the withholding of transcripts and prevention of subsequent registrations.

Music Fees

Music Majors — Cost per term (fall or spring)	
General applied music fee includes all lessons, use of practice room and accompanist when necessary	\$120
Rental of instruments	10
Other Music Students — Cost per term (fall or spring)	
One hour lesson per week	120
One half-hour lesson per week	60
Accompanist fee	15

General and Miscellaneous Fees

Application Fee	\$15.00
Non-refundable fee which must accompany application for admission	
Late Registration Fee	15.00
Applies if the student fails to complete registration and pay fees prior to the first day of classes.	
Change of Schedule Fee	
This applies to change in program made after the approved drop-add period in any term.	
per course added	5.00
per course dropped	1.00
Course Fee for Reduced Load (per course)	300.00
Less than three courses, spring or fall term, or for one course in winter term.	
Campus Post Office Box Fee	2.00
Required of all students enrolled in any course.	
Graduation Fee	15.00
Required of all graduating seniors.	

Summer Term Costs

Charges per five-week session:

Tuition per course	\$160
Room and board	170
Music fee: for one-hour lesson per week	80
for one half-hour lesson per week	40
Post Office Box	1

Expenses for Physically Handicapped Students

For special services to the handicapped, physically handicapped students, their parents, and vocational rehabilitation counselors should contact the Director, Health and Rehabilitation Services, St. Andrews Presbyterian College, Laurinburg, North Carolina, 28352.

Student Accident and Sickness Insurance

St. Andrews Presbyterian College makes available each year a student insurance program at a minimum cost. A letter and a brochure will be mailed to every student following his acceptance explaining this plan.

Laundry Rental Service

A laundry rental service is available and information describing the service will be sent to a student after he has paid his initial deposit.

Withdrawals and Refunds

Applications for withdrawal from school are available at the registrar's office. The official date of withdrawal is set as the date the completed withdrawal form is certified by the registrar's office. Students who leave school without completing the withdrawal procedure will receive failing grades in all courses and be entitled to no refund.

If a student withdraws for any reason during the first three weeks of the fall or spring term, he will be eligible for refund as follows (the refund to be mailed within ten days of withdrawal):

<i>Date of withdrawal</i>	<i>Amount of refund</i>
During first week	75% of comprehensive fee
During second week	50% of comprehensive fee
During third week	25% of comprehensive fee

After the third week, no refunds will be allowed. For those who out after the third week of classes, refund insurance is available on wish to insure against contingencies which require them to drop an optional basis. It is described below.

The College reserves the right to reassign the room of a student who withdraws or goes on leave during any academic term, regardless of whether a refund is made.

Cancellation of Registration

Students who academically register in the advanced registration period will be considered registered for billing purposes unless a formal cancellation of registration is filed with the registrar. Cancellations are permitted through registration day. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure. (See above paragraph.)

Refund Insurance

Because commitments for salaries and other operating costs are on an annual basis, withdrawals and other absences do not reduce operating costs. For this reason the College has found it necessary to restrict its refund period to the first three weeks, as described above. However, parents who wish to insure against unforeseen contingencies which could cause the student to leave school later in the academic period may obtain refund insurance to cover the major causes of separation.

Coverage is available on an optional basis, *only at the time of registration*, for the following contingencies:

Medical withdrawal — sickness, accident, death;

Non-medical withdrawal — death of parent, maladjustment, military induction other than voluntary;

Dismissal — disciplinary, scholastic.

The fee for refund insurance is \$55 for combined fall and winter terms; \$45 for the spring term.

The refund insurance plan includes the following provisions:

a. EXCLUSIONS — Withdrawal resulting from *war, insurrection, or riot*. Medical withdrawal resulting from the *use of drugs* not prescribed by a legally qualified physician and administered under his care. Withdrawals caused from injuries which were intentionally *self-inflicted*.

b. AMOUNT OF REFUND — *Medical withdrawal* — 100% of unused portion of the comprehensive fee. A certificate from a legally qualified doctor must be submitted to indicate inability to continue studies for the balance of the term.

Non-medical withdrawal — 60% of the unused portion of the comprehensive fee, provided the student has attended all scheduled classes for a continuous period of at least two full weeks.

Dismissal — 70% of the unused portion of the comprehensive fee, provided the student has attended all scheduled classes for a period of at least two full weeks.

c. COMPUTATION AND CLASSIFICATIONS — *Unused portion* of the comprehensive fee is determined by prorating the calendar days of the academic period, starting with the first day of classes and end-

ing with the last day of classes. Full days of recess during the fall, Thanksgiving, Christmas, and spring breaks are excluded from the computation.

Pregnancy and childbirth are considered non-medical causes of withdrawal.

Withdrawal procedure is defined under "Refunds", and is voluntary. *Dismissal* is involuntary separation from the academic program, by administrative action of the College.

d. CLAIMS — Claim forms are available at the business office. All claims must be submitted prior to the end of the academic period for which the claim is made, and documentation must be submitted to substantiate the claim. Payments will be mailed within 10 days after submission of an eligible claim.

Winter Term Food Credit

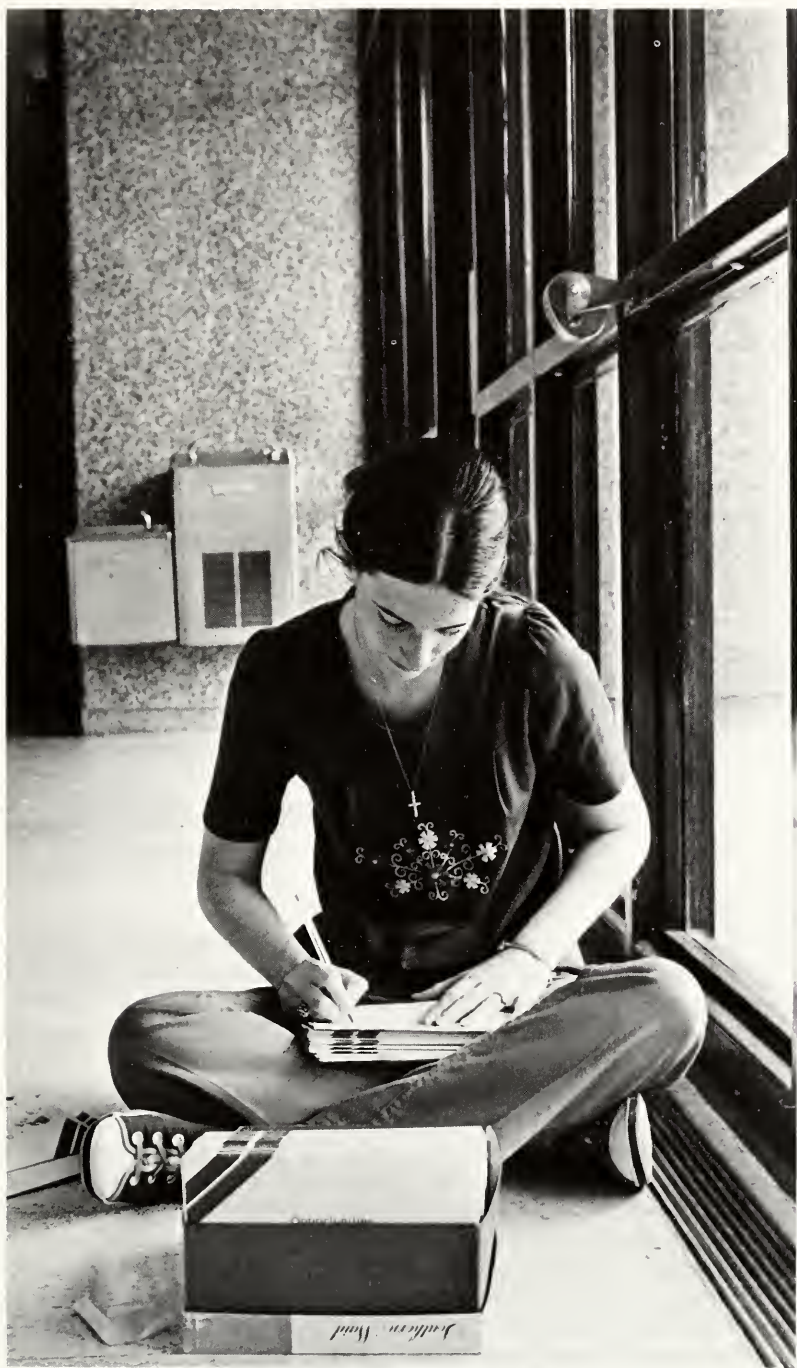
Each student participating in a St. Andrews winter term off-campus course or an approved winter term exchange course which involves enrollment at a recognized college may request credit for meals he will miss because of the off-campus requirement. The request must be in writing, indicate the course, show approval of the registrar and of the appropriate faculty member, and indicate the meals to be missed. Notice that credit is applied to the student's account rather than being refunded prior to the trip. Participants should plan accordingly. The credit will be figured at the rate of \$2.00 per day with breakfast, lunch, and dinner weighted at 1/6, 2/6, and 3/6 of a day, respectively.

Quality and Costs

In comparing colleges and their costs, a student and his family should remember that tuition and fees cover only a part of the instructional and operation costs at any college. At public institutions appropriations from the state government play an important part in meeting the difference between costs and charges to students. At St. Andrews this difference must be met by income from endowment, contributions of Presbyterian churches, and gifts of friends who recognize the value of the opportunities offered by St. Andrews.

St. Andrews is committed to quality education out of more than a sense of academic integrity. As a church-related college its commitment to quality is rooted in the conviction that the College is a community of individuals called by their Creator to their best efforts. That some of the ingredients of quality education — an able faculty, a low student-faculty ratio, team-teaching, and good facilities — add to costs is an economic fact of life.

Financial Aid



Financial Aid

St. Andrews exists to serve young people who earnestly desire a college education and can demonstrate the potential and motivation for success in their career here. The financial responsibility for this education lies primarily with the student and his family. However, no student should be discouraged from applying to St. Andrews because of the costs. Gifts from the church and other friends, together with general funds administered by the College, make possible a financial aid program to meet the demonstrated needs of many students.

Scholarships

Academic scholarships are available to students with outstanding ability and achievement.

The St. Andrews Merit Scholarship is the highest academic award of the College. Ten St. Andrews Merit Scholars are chosen each year in competition, with stipends of \$2000, for each of four years.

The Presidential Scholarships are reserved for a number of finalists in the St. Andrews Merit competition with an annual stipend of \$750.

The Valedictorian Scholarships recognize students who have ranked first in their high school graduating class, with an annual stipend of \$250.

Other scholarships for qualified students include **The Robert C. and Sadie G. Anderson Scholarships**, the **Richard C. Neale Scholarships**, the **L. Richardson Scholarships**, the **Lettie Pate Whitehead Scholarships**, and the **Lucy Steele Memorial Scholarships** for North Carolina Presbyterians interested in a church vocation.

Sophomore Honor Scholarships. Each year the College designates as Sophomore Scholars the ten sophomores who have compiled the highest academic averages, above a 3.5 minimum, through the winter term of their sophomore year. To each the College awards a Sophomore Honor Scholarship of \$500.

Loans

A number of loans are available to assist students in financing their education. In addition to college loan funds listed in the back of the catalog which bear four per cent interest after repayment begins, the College also administers loans for the National Direct Student Loan Fund.

This fund created under Title II of the National Defense Education Act of 1958 makes available to worthy and needy students a maximum of \$5000 for undergraduate work. Repayment does not begin until after the student has been out of school for nine months, and bears no interest until repayment begins. If the borrower becomes a full-time teacher in certain specified fields of elementary or secondary education, the entire loan amount can be cancelled over a five-year teaching period. The National Direct Student Loan Program also calls for other cancellations of up to 50 per cent of the loan value. Further details can be secured from the Director of Financial Aid.

Names of agencies outside the College from which St. Andrews students frequently borrow throughout the undergraduate years are available from the Director of Financial Aid.

Workshops

Part-time employment on campus is available to many students with demonstrated need as evidenced by the Parents' Confidential Statement. These work opportunities ordinarily require ten hours work per week, with pay ranging from \$480-\$600 per year depending on the job and the worker's skill and experience.

The College participates in the College Work-Study Program under Title IV-C of the Higher Education Act of 1965 in providing campus and off-campus employment for qualified students.

Grants-in-Aid

Promising students who do not win scholarships but who have a demonstrated need may be considered for a grant up to an amount of \$1000. Students with exceptional financial need who show academic or creative promise may receive an Educational Opportunity Grant under Title IV-A of the Higher Education Act of 1965.

Aid for North Carolina Presbyterians

The College recognizes the substantial and continuing financial support provided by North Carolina Presbyterians. Accordingly, first consideration in allocating financial aid will be given to students who at the time of initial admission are members of a Presbyterian church in the Synod of North Carolina and who demonstrate need. Application procedures outlined below should be completed as early as possible.

Applying for Financial Aid

The amount of a scholarship award, and the amount and types of other aid awarded, is based on the student's financial need as determined by the Parents' Confidential Statement to be filed by *January 15* by every applicant with the College Scholarship Service in Princeton, New Jersey. The PCS form is available from the guidance office of most high schools or from the College upon request.

Application forms for scholarships or other financial aid may be secured from the Admissions Office. Applicants for financial aid must complete their application *by March 1*.

An evaluation of the Parents' Confidential Statement will determine whether or not a student qualifies for aid. Financial assistance will consist of some combination of loan, workshop, and grant.

To Renew Financial Aid

All financial aid plans involving the College must be renewed annually. However, most academic scholarships are renewable auto-

matically if the recipient continues to meet the scholastic and citizenship conditions outlined for each particular scholarship.

While the Director of Financial Aid is happy to assist, each student must exercise his own initiative to keep the College informed of needs and of changes in his financial resources.

Re-applications are to be filed **no later than March 1** for the coming year. Any application received after this date will be treated as a new application and the student concerned will lose any priority for continuation of aid. The Parents' Confidential Statement should be sent to the College Scholarship Service by **January 15**.

For renewal, or changes in aid plans, students should observe the following additional requirements:

(1) As a general rule, academic scholarship recipients must maintain no less than a cumulative "B" average and must exhibit evidence of good citizenship.

(2) All students receiving assistance from the College through grants-in-aid, loans, or work opportunities are to maintain at least a cumulative "C" average. Any exception must be specifically provided for in writing from the Director of Financial Aid. All students must exhibit evidence of good citizenship for continuation of a financial aid plan with the College.

(3) All students receiving assistance based upon need must report changes in financial resources, academic or citizenship problems which affect their status at the College, changes in marital status, and changes in campus or home address.

It is strongly recommended that resident students in need of financial aid avoid the additional financial burden of maintaining a motorized vehicle on campus.

The Curriculum



The Curriculum Three degrees are offered by St. Andrews: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. Candidates for each degree are required to complete at least 37 courses, including one winter term course for each year enrolled, and four terms in physical education (counting as the 37th course), with a grade-point average of 2.0 in all work attempted at St. Andrews, and a grade-point average of 2.0 in all work attempted in the major field.

Degree Requirements

For Bachelor of Arts

BASIC LIBERAL STUDIES

Interdisciplinary Studies in World Cultures: Christianity and Culture	8 Courses
Selected Topics in Modern Science	2 Courses
Physical Education (includes swimming proficiency) (4 terms)	1 Course
TOTAL	11 Courses
Requirements for Major*	10-15 Courses
Electives	16-11 Courses
TOTAL	37 Courses

* Foreign language and mathematics requirements are determined by the major program.

For Bachelor of Music

Requirements for the Bachelor of Music degree are outlined at the beginning of the description of courses in that area.

For Bachelor of Science

The Bachelor of Science degree is awarded to those students who complete the cooperative program in medical technology, described under "Division of Mathematics and Natural Science."

Residence

A student must spend the senior year at St. Andrews and obtain credit for at least nine courses to receive a degree from the College.

Major Approval

A student *may* declare a major any time after his first term at St. Andrews but *must* declare a major before the end of his sophomore year. Transfer students accepted with junior or senior status *must*

declare a major upon acceptance as a student at St. Andrews. Declaration of major forms can be secured from the Registrar's office.

Major Requirements

The requirements in each major field are given at the beginning of the description of courses offered in that area. The additional number of courses required for graduation may be chosen by the student in consultation with his faculty adviser, provided all necessary requirements have been met. **Each student is responsible for seeing that the courses taken do meet the requirements for graduation.**

Majors Offered

American Studies	Literature
Biology	Mathematics
Business Administration	Mathematics and Computer
Business-Chemistry	Science
Chemistry	Modern Languages
Economics	Music
Education	Politics
English	Psychology
Fine Arts (Art or Theatre)	Religion
French	Religion and Philosophy
History	Sociology and Anthropology

Pre-professional programs are also available. These include pre-law, pre-medicine, pre-dentistry and pre-ministerial programs.

Registration

Toward the close of each term, students plan and register for their course programs for the following term in conference with their advisers. New students confer with their advisers during the orientation period and complete registration on a designated day at the beginning of each term.

Necessary changes in registration may be made by the use of forms obtained in the Office of the Registrar. The original must be approved by the student's adviser and the professors concerned. *The change is not official until the form is returned to the Registrar.* Withdrawal from a course is regarded as a change in registration and is cared for in the manner described. *Failure in the course will be recorded for those who do not comply with the above.* A student may not register for a full program of courses after the first week of the term.

Student Program

The approved student load is four courses each fall and spring term and one course in the winter term, not including physical education or music ensembles. Application for additional course work (granted only in unusual circumstances) must be made to the Dean of the College. Regularly enrolled students must carry the approved academic load. If a student's course enrollment falls below three courses, he may be asked to withdraw.

System of Grading

The system of grades is as follows:

Grade	Significance	Grade Points
A	Excellent	4 grade points
B	Good	3 grade points
C	Average	2 grade points
D	Passing	1 grade point
E	Conditional Failure	0
F	Failure	0
I	Incomplete	0
W	Withdrawn medical	0
WP	Withdrawn while passing	0
WI	Withdrawn involuntarily	0 (Due to excessive absences)
WF	Withdrawn while failing	0 (Counts as an F)

All students who enter St. Andrews beginning in the fall term 1973, through the summer of 1974, are under requirements of this 1973-74 catalog.

Conditions, Incompletes, Failures, Withdrawals, and Probation

A grade of conditional failure (E) may be removed by re-examination. This must be accomplished within the first four weeks of the

following term, unless an alternate procedure is specifically authorized by the Dean of the College. Otherwise the conditional failure becomes a failure (F).

An incomplete (I) is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the term following the one in which the incomplete was received. If not, the incomplete becomes a failure (F).

A failure (F) cannot be removed from a student's record. If the course is required for graduation or for a major, it should be repeated the next time it is offered. A course for which credit has been received cannot be repeated without permission of the Faculty Executive Committee.

When a student withdraws from a course with the approval of his faculty adviser and is doing passing work in the course, he receives a grade of WP. A grade of WF is recorded if the student is not doing passing work. The grade W is recorded where a student withdraws for medical reasons. For fuller explanation of the grade WI, see "Class Attendance" in the Student Handbook.

Academic Probation is used to call attention to a serious academic problem. Regularly enrolled students are placed on Academic Probation for one regular term after any regular term in which their grade-point ratio (GPR) is below 1.50, and at any time their St. Andrews cumulative average (SACU) is below 1.75. Regulations governing such status are given in the Student Handbook.

A student placed on Academic Probation who fails to show marked improvement in his academic work during the following term may be asked to withdraw from St. Andrews. Any student still on Academic Probation after two successive regular terms on Academic Probation, and any student who fails all his academic courses in any regular term, is ineligible to return to St. Andrews.

Class Attendance Regulations

Regular class attendance is an important student obligation and a student is responsible for all the work, including tests and written work, done in all class meetings. No right or privilege exists which authorizes a student to be absent from any given number of class meetings.

Class attendance is a concern and responsibility of the student himself and of his instructor. When absences from class endanger a student's academic standing or indicate serious lack of commitment to the work of the course, appropriate action will be taken by the instructor to remedy this situation.

No absences are permitted immediately before and after holidays. Travel arrangements should be made with this in mind.

Specific regulations are outlined in detail in the Student Handbook. It is the responsibility of each student to be informed on these regulations.

Withdrawal from School

Applications for withdrawal from school are available at the Registrar's office. The official date of withdrawal, for both academic and business office use, will be established as the date the completed withdrawal form is certified in the Registrar's office. Students who leave school without completing the withdrawal procedure will receive failing grades in all courses and will be entitled to no refunds.

Cancellation of Registration

Students who academically register in the advanced registration period will be considered registered for billing purposes unless a formal cancellation of registration is filed with the registrar. Cancellations are permitted through registration day. On or after the first day of classes, an enrolled student leaving the College must follow the prescribed withdrawal procedure. (See above paragraph.)

Classification

The classification of a student depends upon the amount of college work he has to his credit, and not upon the length of time he has been in college. Credit for college work is recorded in courses satisfactorily completed. A student is classified

-
- (1) As a senior upon completion of 28 courses passed with a 1.90 SACU.
-
- (2) As a junior upon completion of 17 courses passed with a 1.75 SACU.
-
- (3) As a sophomore upon completion of 8 courses passed with a 1.50 SACU.
-
- (4) As a freshman if the regular admission requirements have been met.
-
- (5) As a special student if he is not taking a degree program.
-

Eligibility To Continue in College

To maintain satisfactory progress toward a degree, a student must pass nine courses each year and maintain a cumulative 2.00 average. He will be permitted to return, however,

-
- (1) For his second year, upon completion of 8 courses passed with a 1.50 SACU.
-
- (2) For his third year, upon completion of 17 courses passed with a 1.75 SACU.
-
- (3) For his fourth year, upon completion of 28 courses passed, with a 1.90 SACU, and acceptance as a major in an academic program.
-

Summer term courses at St. Andrews in keeping with degree requirements will be counted in computing the required standing. Deficiencies in the Basic Liberal Studies program must be removed during the summer whenever possible. Both resident and non-resident students must complete the appropriate Residency Agreement to establish eligibility for readmission.

In keeping with the twofold purpose of the College, that of quality higher education and Christian citizenship, applicants for admission or readmission whose records of achievement and citizenship reveal questionable patterns of behavior will be denied enrollment or given an appropriate conditional status.

Transfer Credits

Transfer credit from other institutions approved by the regional accrediting agency will be granted in full provided the courses taken correspond to work offered at St. Andrews Presbyterian College. Courses passed with grades of less than "C" are accepted in transfer only if the overall record at the previous institution averages "C" or above.

Summer School

The College conducts a summer term. Though offerings are less extensive than during the fall and spring terms, the summer curriculum does include a wide range of courses for undergraduates, teachers, and selected high school students. Regular members of St. Andrews College teaching staff and visiting professors make up the faculty of the summer school. Write to the Director of Summer Term, St. Andrews Presbyterian College, Laurinburg, North Carolina, for further information.

Summer Work At Other Institutions

Any student desiring to receive credit toward graduation for summer courses at another institution must have the approval of his faculty adviser and the chairman of the division in which the corresponding course is taught at St. Andrews. The institution in which work is taken must be fully accredited. Credit will be granted only for courses of college level which are also allowed toward graduation by the institution conducting the summer school. For credit the courses must be completed at the "C" level or higher. The student is responsible for requesting the institution to mail an official transcript of his summer work to the Registrar at St. Andrews as soon as the courses are completed.

Correspondence Work

Full-time students may be enrolled in extension courses, correspondence courses, and evening courses for credit from other colleges or universities only if they get approval in advance from the Dean of the College.

Two academic courses taken by correspondence may be accepted by St. Andrews Presbyterian College toward meeting graduation requirements.

International Studies

St. Andrews sponsors and cooperates with other institutions in making available to students courses and programs abroad in international studies. These are primarily conducted in the winter term and in the summer.

Special Note

The College reserves the right to make changes in particular curricular requirements and offerings, in regulations, and in fees whenever such changes are deemed essential. College catalogs and bulletins are prepared to furnish prospective students and other interested persons with information about the institution. Announcements contained in such printed material are subject to change and may not be regarded as legally binding obligations.

When any student does not show convincing evidence of being in sympathy with the purposes, policies, and procedures of the institution, the College reserves the right to ask the student to withdraw for the welfare of the institution.

Courses of Instruction



Courses The following pages list the approved academic course offerings for the 1973-74 school year. While every effort is made to schedule a well-balanced list of courses each year, in some divisions certain advanced courses are offered only in alternate years.

In general, courses numbered between 100 and 299 are designed for freshmen and sophomores, and those numbered between 300 and 499 for juniors and seniors. Odd numbers are used for courses ordinarily offered in the fall term and even numbers for those ordinarily offered in the spring term. A year course is indicated by joining the course numbers for the two terms with a hyphen, e.g., 101-102. Courses offered in alternate years are described as offered in even- or odd-numbered academic years. "Even" or "odd" refers only to the calendar year in which the academic year begins.

The requirements for majors are stated immediately preceding the list of courses offered in that program. A special three-year co-operative program in medical technology is also offered, described on page 84.

Winter Term

St. Andrews was among the first colleges in its region to change its academic-year calendar to provide for a winter term. This four-week term each January was adopted to provide a time for innovation and experimentation for both students and faculty. Both are expected to give their full time and energy to one subject or project. Winter term work may take the form of a course offered on or off campus in this country or abroad, at other colleges, or approved independent study.

Among advantages of the winter term are the stimulus to both students and faculty of a varied course content and format of study as well as opportunities to explore new interests, to combine theory and experience, and to pursue study of work that lends itself to intensive application.

Both to stimulate innovative use of the term and to guard against "change for the sake of change," all proposed winter term courses are submitted each year to the Faculty Educational Policy Committee for approval. Approved courses are published each fall as a catalog supplement.

As illustrative of the variety of courses offered, St. Andrews students in the past several years have gone to England to observe new trends in public schools, traveled to London and Paris to study the theatre there by attending plays and interviewing and working with playwrights, directors, and actors, gone to Mexico for archaeological work and study of pre-Columbian Indian cultures, studied the origins of Western civilization in Rome and Athens, and studied the European Economic Community on the scene.

In this country other classes have gone to Washington for a seminar on religion and politics, to Florida for research in marine biology, and to Atlanta for work with church and social agencies.

On campus courses range from a study of the stock market and investing to African fiction or the film as an art form, in which students produce a film.

A student must take one winter term course each year that he attends St. Andrews. However, students graduating at mid-year or entering at the beginning of the spring term are not required to take a winter term course in such years.

A major program may require one winter term course; in such cases the winter term course is listed in this catalog. A student may choose no more than two winter term courses within his major area.

Interdisciplinary Studies

INTERDISCIPLINARY STUDIES IN WORLD CULTURES: CHRISTIANITY AND CULTURE

Director: Associate Professor Hix

The World Cultures Program is a four-year, interdisciplinary general education program required of all B.A. students. Those not working for the B.A. degree take as much of this program as is possible under the requirements for their degree. This program combines studies in religion, philosophy, history, literature, art, and the social sciences. Faculty members who are both specialists in one of these disciplines and skilled in relating their area of special knowledge to the interdisciplinary theme of the program make up the teaching team for each year of the program. A carefully organized writing experience is an essential aspect of the Christianity and Culture program.

101-102 Freshman Year — The Origins of Western Culture 5 hpw*

First Term: An examination of the Hebraic and Greek sources of our culture and their living presence in contemporary culture. A careful study is made of the Old Testament and of the great works of the Golden Age of Greece. Intensive writing projects will be based on readings from both ancient and 20th Century works.

Second Term: A study of the contribution of Christianity and of classical Graeco-Roman culture to the development of modern

* The abbreviation "hpw" following the course title refers to the number of hours per week the course meets during a 14-week term.

Western civilization. The major characteristics and ideas of each period are brought together to determine the extent of the influence of each upon the other. The course includes writing projects of increasing complexity.

201-202 Sophomore Year — European Culture 5 hpw

First Term: A study of the development of Western civilization from the High Middle Ages through the 18th Century Enlightenment, with special reference to the influence of Christian institutions, doctrines, and symbols upon this development. Major areas of study include the High Middle Ages, the Renaissance and Reformation, the Age of Reason and Absolutism, and the Enlightenment. These area studies will be treated from the point of view of many disciplines: e.g., history, art, philosophy, music and literature. The development of analytic skills and their effective use in writing critical essays form an important aspect of this course.

Second Term: A study of the important developments in Western civilization from the French Revolution into the Cold War period, continuing the chronological and disciplinary considerations of the first term. Major emphasis is placed on Romanticism and the French Revolution, the Industrial Revolution and various responses to it, the rise of nationalism, and the challenges of relativism and secularism to the traditional views of man, nature and society. An expanded use of analytic skills in writing more complex critical essays forms an important aspect of this course.

Prerequisite: Christianity and Culture 101-102.

301-302 Junior Year — Intercultural Studies of the Third World 4 hpw

A comparative study of the major cultures of Africa, Asia, and Latin America. Special emphasis is given to the social, religious, and political nature of traditional society, to the impact of Western values and institutions, and to the characteristics and problems of contemporary society in these cultures.

Prerequisite: Christianity and Culture 101-102, 201-202.

401 Senior Year — The American Experience 4 hpw

A study of the culture of the United States, with attention to distinctive elements in the American heritage. A major research paper is required.

Prerequisite: Christianity and Culture 101-102, 201-202.

402 Studies in the Future 4 hpw

An approach through problem and case studies to critical issues of the world we live in and the role of Christianity in our time. A major concern is the student's own system of values and his ability to present ideas effectively in oral and written form.

Prerequisite: Christianity and Culture 101-102, 201-202.

AMERICAN STUDIES PROGRAM

American Studies Committee:

Associate Professor Joyner, History and Social Science, Director

Professor Bennett, Language and Literature

Associate Professor Hix, Religion and Philosophy

Assistant Professor Swart, Behavioral Sciences

The American Studies program is an interdisciplinary major program which has as its objectives (1) an understanding of the intellectual and imaginative experience of the American people, (2) an understanding of the dynamics of American social behavior, and (3) an understanding of the relationships among the various aspects of American civilization.

Requirements for a major in American Studies: Ten courses in American studies including History 201, 202, American Studies 422, and one winter term course.

Not more than four introductory (200-level) courses may be counted toward the major, and the major courses must include work in at least three academic divisions. Courses other than those listed below may be substituted with the approval of the American Studies Committee.

422 American Studies Senior Seminar

Selected reading and discussions in basic concepts and approaches which have been used by scholars in American studies along with interdisciplinary research projects presented to the seminar.

Other courses from which the courses required for the major may be selected: Social and Behavioral Sciences 200, Education 312; Anthropology 205; Sociology 403; Economics 306, 307, 309; Business Administration 314, 318, 320; History 201, 202, 207, 311, 331, 332, 341, 404; Politics 201, 303, 304; English 310, 311, 312; Literature 203; Religion 221, 306, 402; and Philosophy 404.

SOCIAL AND BEHAVIORAL SCIENCES PROGRAM

Director: Associate Professor Kitchin

The Social and Behavioral Sciences Program is a developing experiment in interdisciplinary instruction, making use of analysis and problem-solving techniques in a study of major problems in Ameri-

can society. The program combines studies in politics, business administration, economics, psychology, and sociology, drawing on the concepts, literature, and methodologies of all these fields. Faculty members qualified in one or more of these disciplines, and skilled in relating their disciplinary expertise to the themes of the program, make up the teaching team responsible for core offerings. Advanced instructional techniques and equipment constitute a feature of the program.

200

Social and Behavioral Processes

4 hpw

A study of selected major societal problems confronting Americans in the final third of the 20th century, analyzed through techniques in problem analysis and decision-making drawn from the social and behavioral sciences. With permission of the chairmen of the contributing programs, students may be permitted to offer this course in lieu of an existing basic survey course in politics, business administration, economics, psychology, or sociology. Open to all students.

NATURAL SCIENCE

101, 102 Selected Topics in Modern Science

7 hpw

These two courses, which must be taken in the freshman year, constitute the science requirement for the non-science major and are required of all science majors. Four major areas from the physical and biological sciences are developed in depth using an interdisciplinary approach. Examples of projects which have been treated are evolution, nuclear energy, human ecology, thermodynamics, and viruses. Basic materials in such areas are introduced and applied to societal concerns. Laboratory sessions will include introductory computer programming and a variety of inquiry-oriented projects.

THE DIVISION OF BEHAVIORAL SCIENCES

Chairman: Professor Alvin Smith

Majors offered: Elementary and secondary education, psychology, sociology and anthropology

The program of offerings is designed to meet the needs of:

1. The liberal arts student who wishes to take elective courses for personal enrichment and vocational exploration.
2. The liberal arts student who plans to qualify for certification to teach in either elementary or secondary public schools. (See details below.)
3. The liberal arts student who wishes a psychology or sociology major, including the necessary foundation for either pursuit of graduate study or for a terminal degree program. Electives are provided to permit pursuit of areas of particular interest in psychology or sociology.

TEACHER EDUCATION

The Teacher Education programs described here and at other appropriate places in this catalog are approved by the North Carolina Board of Education and meet the requirements of the Department of Public Instruction for North Carolina. These programs likewise meet the undergraduate requirements for most states for initial teacher certification. The major program in Elementary Education is outlined below. The secondary level programs presently include English, French, Spanish, history, politics, economics, sociology, mathematics, biology and chemistry concentrations, and music, and are described under the respective academic divisions. Supplemental certification in physical education is described in that section. All candidates in both elementary and secondary education expecting Class A state teacher certification with a Bachelor's degree shall take a minimum of 37 courses including the professional education sequence appropriate to the level of certification.

The professional education course sequence includes a summer teaching experience. Details on this program are contained in a separate guide. All students are expected to follow the requirements for the program, which include the following:

PSYCHOLOGY 303 *Developmental Psychology, or*
 EDUCATION 308 *Early Childhood Development;*
 EDUCATION 312 *The American School;*
 EDUCATION 315 *Educational Psychology*

Note: at least two of the above courses are to be completed prior to student internship.

MATERIALS AND METHODS (to be completed prior to student internship).

EDUCATION 420-421 *Student Internship* (generally to be completed in summer following the junior year).

EDUCATION 400 *Senior Seminar in Curriculum* (to be taken during the senior year).

EDUCATION

Professor Daughtrey; Assistant Professors Swart, Templeton

The major program in elementary education includes two emphases:

I—Certification for Kindergarten-Grade 3 (K-3)

Major Core Sequence:

PHYSICAL EDUCATION W41 *Teaching Health and Physical Education*

EDUCATION 320 *Reading and Other Language Arts*

HISTORY 201, 202, OR POLITICS 201 (any two courses)

SOCIOLOGY 204 *General Anthropology*

SOCIOLOGY 205 *Archaeology*

MATHEMATICS 207 *Real Number System*

Adjunct Sequence:

ART 321 *Art in the Elementary School*

MATHEMATICS 208 *Structures of Algebra and Geometry*

MUSIC 353 *Music in the Elementary School*

SPEECH OR ACTING (one course)

ENGLISH 303 *Advanced Grammar or equivalent*

EDUCATION 319 *Literature for Children and Youth*

Professional Education Sequence:

EDUCATION 312 *The American School*

EDUCATION 308 *Early Childhood Development*

EDUCATION 309 *Early Childhood Education*

EDUCATION 315 *Educational Psychology*

EDUCATION 322 *Materials and Methods*

EDUCATION 400 *Senior Seminar in Curriculum*

EDUCATION 420-421 *Student Internship*

II—Certification for Grades 4-9

Major Core Sequence:

Same as for K-3 plus ART 321 or MUSIC 353.

Concentration Options:

Each student will select a major concentration area from either language arts, social studies, mathematics, or science. In addition, a student should select a minor emphasis from one of the following areas: art, music, foreign language, or physical education. One of the above named major areas, not used as the concentration area, could be selected as a minor area.

Professional Education Sequence:

Same as for K-3 except that EDUCATION 309 is omitted and EDUCATION 324 is substituted for EDUCATION 322.

- | | | |
|------------|---|--------------|
| 308 | Early Childhood Development | 4 hpw |
| | A study of the development needs and readiness of early childhood with particular emphasis on the four- and five-year-old and his physical, mental, emotional and social growth. Guided experiences with children and a case study of one child are expected. Credit may be applied toward kindergarten certification for those who hold elementary certification. This course is recommended for primary and elementary majors; either this or Psychology 303 is required. | |
| 309 | Early Childhood Education | 4 hpw |
| | A study of the organization, administration, standards, equipment, program, and parent-teacher relationships of the kindergarten. Attention is given to the organization and curriculum of a state-approved program, both public and non-public supported. Field work in a weekday kindergarten is required. Credit may be applied toward kindergarten certification for those who hold elementary certification. | |
| 311 | Psychological Measurement and Appraisal | 4 hpw |
| | A study of the various areas of psychological measurement and appraisal in the understanding of personality and behavior patterns in the individual. General and special abilities, interest and personality characteristics, as well as achievement, are investigated, and standardized tests for these topics are examined. | |
| 312 | The American School: Foundation and Issues | 4 hpw |
| | A presentation of the historical, philosophical, and sociological foundations of the American school, together with consideration of the current trends and issues with which the future teacher should be confronted. Required for <i>all</i> students in teacher education programs. | |
| 313 | Secondary Level Materials and Methods | 4 hpw |
| | Each student in a secondary level program will enroll during the junior year in this course as listed in his or her respective academic division. Consideration for the content, method and technique needed in the teaching of the major subject in the public school is undertaken. Brief teaching experiences in local public schools are a part of the course. | |
| 314 | Introduction to Counseling | 4 hpw |
| | The purposes, processes, organization and resources for guidance and counseling are considered. Special attention will be given to understanding and dealing with adjustment problems, including consideration of some case studies and a practicum in counseling techniques. | |

- 315 Educational Psychology 4 hpw**
A study of individual differences, growth and adjustment, the learning process, and basic principles of guidance and evaluation. Required for *all* students in teacher education programs.
- 319 Literature for Children and Youth 4 hpw**
A survey of traditional and contemporary literature suitable for children in the elementary school, together with its place and significance in the integrated curriculum. Brief teaching experiences in local public schools will be a part of this course.
- 320 Reading and Other Language Arts 4 hpw**
A study of the development of the language art skills, particularly reading, but including listening, speaking and writing as experienced by the elementary school child. Brief teaching experiences in local public schools will be part of this course.
- 322 Methods and Materials 4 hpw**
Methods and materials suitable for use in kindergarten through third grade programs. Requirement for North Carolina Early Childhood certification. For primary education majors.
- 324 Methods and Materials 4 hpw**
Methods and materials suitable for use in Grades 4 through 9. Requirement for North Carolina upper grade certification. For upper elementary, middle school, and junior high school majors.
- 400 Curriculum Organization, Development and Evaluation 4 hpw**
A combination seminar and practicum for *all* students in any teacher education program. This experience provides an opportunity to study in some depth the organization and operation of the public school program out of which the curricular programs should be developed and evaluated. Practical experiences in some facet of both the public school and the college are included. Ordinarily taken as a senior year post-student internship program.
- 420-421 STUDENT INTERNSHIP**
Under the direction of a qualified public school supervising teacher and the College, a full-time continuous teaching experience is carried out. Each student will be expected to complete at least 90 hours of actual teaching. Ordinarily, student internship will take place in the summer. This course is equivalent to six semester hours and carries two course credits.
- 190, 390 Special Studies in Education**
This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of education under faculty direction. The level of work will be indicated by the course number used.

199, 299 Guided Independent Study in Education
399, 499

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.

PSYCHOLOGY

Professor Alvin Smith; Associate Professor Thomas; Assistant Professor R. Johnson.

Requirements for a major: Ten courses in psychology which must include Social and Behavioral Sciences 200, Psychology 201, 202, 303, 320, 401, 411; and Mathematics 205 or Mathematics 113. In addition competence in one foreign language is expected. (Language requirement may be met in the psychology program by selecting four courses in mathematics.)

200 Human Behavior: An Introduction 3 hpw

This course is designed to provide an introduction to the understanding of human behavior. Topics to be covered include: motivation, human adjustment, attitudes, prejudices, value patterns, personality, and personality development. The total thrust of the course will be the study of one's self and the ways one relates to his environment. (Cannot be included as fulfilling the requirements for a major in psychology.)

201 Introduction to Psychology 4 hpw

An introduction to the study of scientific psychology with an emphasis on such topics as learning, motivation, thinking, memory and pathological behavior. Two hours lecture and two hours laboratory weekly.

202 General Experimental Psychology 5 hpw

A consideration and laboratory investigation of such selected topics as behavioral assessment, measurement, perception, sensation, motivation, and experimental control. Intended primarily for students planning to major in psychology. This course may be selected by others desiring a more adequate foundation in psychology as a science. Three hours lecture and two hours laboratory weekly. Prerequisite: Psychology 201, and Mathematics 205 or 113 or its equivalent.

303 Developmental Psychology 4 hpw

An assessment of the areas of development in childhood and adolescence with special emphasis upon case materials. Experiences will be planned for observation and reporting on children at various ages in keeping with the particular concerns of the student. This course is required by all students in teacher education,

- except that primary level elementary majors may substitute Education 308. Interest groups will be formed around four areas: early childhood, children, adolescents, atypical persons.
- 304 Behavior Pathology 4 hpw**
This course is designed to investigate carefully the factors, processes and conditions which cause personality deviations (neuroses, psychoses, mental deficiencies). Also, abnormal behavior patterns are identified and appropriate therapeutic techniques are considered. Prerequisite: Psychology 201 and one additional course in psychology.
- 307 Physiological Psychology 5 hpw**
An introduction to the study of physiological bases and correlated human and animal behavior, including a survey of selected research areas and techniques. Prerequisites: Psychology 201 and Natural Science 101-102 or Biology 201. Two hours lecture and three hours laboratory weekly. Offered in even-numbered academic years.
- 311 Psychological Measurement and Appraisal 4 hpw**
(See Education 311 for description.)
- 314 Introduction to Counseling 4 hpw**
(See Education 314 for description.)
- 320 Social Psychology 4 hpw**
A course dealing with those topics which are common to the fields of psychology and sociology, involving both individual and group psychological behavior. It includes a treatment of social institutions and pressures which influence prejudices, attitudes, beliefs, and propaganda. Prerequisite: Psychology 201 and Sociology 201 or consent of instructor. Offered each spring.
- 321 Experimental Psychology I — Perception 5 hpw**
An introduction to the principles of sensation and perception with emphasis upon psychophysical measurement, space perception and the extraction of information from the environment. Three hours lecture, two hours lab. Prerequisites: Psychology 201 and 202. Offered as demand warrants.
- 401 Theories of Personality 4 hpw**
This course involves a study of the theories and dynamics of personality development. It seeks to help the student discover those factors and processes which contribute to personality development, with particular emphasis upon the well-adjusted personality. Prerequisite: Psychology 201 and two additional courses in psychology.
- 405 Experimental Psychology II — Learning 5 hpw**
An analysis of basic learning problems and theories from an experimental point of view. Emphasis upon experiments in classical

and operant conditioning, verbal, motor and perceptual learning. Three hours lecture, two hours lab. Prerequisites: Psychology 201 and 202. Taught in even-numbered academic years.

406 Experimental Psychology III — Motivation 5 hpw

An examination of various theories of motivation with emphases upon experimental findings in motivation and laboratory experience in testing some of the theories of motivation. Three hours lecture, two hours lab. Prerequisite: Psychology 201 and 202. Taught in odd-numbered academic years.

411 Seminar in Psychology 4 hpw

Class sessions emphasize the history and current trends in special areas of psychology. Field trips and brief laboratory sessions in the College Guidance Center and similar agencies will be planned. An emphasis on independent study characterizes this program. Prerequisite: Psychology 401 and approval of instructor. Offered each spring.

**190, 290 Special Studies in Psychology
390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of Psychology under faculty direction. The level of work will be indicated by the course number used.

**199, 299 Guided Independent Study in Psychology
399, 499**

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.

Junior and Senior Honors Courses

Junior Honors in Psychology Winter Term

An investigation of research literature in psychology. Admission by nomination only.

Senior Honors in Psychology Winter Term

A research investigation of a psychological topic. Admission by nomination only.

SOCIOLOGY AND ANTHROPOLOGY

Associate Professors Kitchin, McLean, Marks; Assistant Professor B. Johnson.*

Anthropology-Sociology: Requirements for major consists of ten courses in anthropology and sociology, including Sociology 201, 321, and 421; Anthropology 204, 205 and 306 with four electives in anthropology.

*On leave, fall term, 1973-74.

Sociology-Anthropology: Requirements for major consists of ten courses in Sociology-Anthropology including Anthropology 204, Sociology 201, 321 and 421 with at least 4 electives in sociology. For both: competence in one foreign language, or an accepted designated substitute. The pattern of all elective courses will be determined in consultation with the faculty advisor. These are approved for teacher certification at the secondary level.

- | | | |
|------------|---|--------------|
| 201 | General Sociology | 3 hpw |
| | A study of human society with emphasis on groups, institutions, social classes, social processes, and ways of thinking and living associated with group activity. | |
| 204 | General Anthropology | 3 hpw |
| | An introduction to general anthropology, the science of man. Topics considered: the emergence of man, the prehistoric development of culture, primitive societies, the dynamics of culture, and the universal aspects of culture. | |
| 205 | Archaeology | 3 hpw |
| | A survey of the cultures of the Indians of North America, including the languages and arts, the social, economic, and religious life, and the ecology of representative North American Indian tribes. Classroom work is augmented by site excavations and geological study. (This course, with Anthropology 204 or 206, will complete the requirements for North Carolina State Education for Geo-Earth Study.) | |
| 207 | Folklore and Folklife in American History | 3 hpw |
| | An introduction to the use of folklore in the study of the American past. Emphasis is given to the types of verbal folklore (tale, song, riddle, proverb, etc.) and material folk culture (crafts, log cabins, folk art, etc.) found in America, their relation to European and African tradition, and their functions in the evolution of American society. | |
| 306 | Comparative Ethnology | 4 hpw |
| | A study of the cultural configurations of non-literate peoples of aboriginal America, Asia, Oceania, and Africa. | |
| 309 | Contemporary Social Problems | 4 hpw |
| | A study of the explanations for social change and of ways divergent values create social problems. The major areas of tension within which contemporary and social problems arise are given particular attention. | |
| 310 | Introduction to Social Work | 4 hpw |
| | A study of the field of social work: the development of work concepts and philosophy, the types of social agencies, the role of | |

the modern social worker and of the institutional framework within which he functions. Prerequisite: Sociology 201.

- 311 Marriage and Family Life 4 hpw**
A study of the development of these two social institutions with consideration given to such problems as woman's position, courtship, marital adjustments, safeguarding the marriage relationship, divorce, and social changes affecting the family.
- 320 Social Psychology 4 hpw**
A course dealing with those topics which are common to the fields of psychology and sociology, involving both individual and group psychological behavior. It includes a treatment of social institutions and pressures which influence prejudices, attitudes, beliefs, and propaganda. (Offered also as Psychology 320.) Prerequisite: Psychology 201 and Sociology 201 or consent of instructor.
- 321 Research Methods in Sociology and Anthropology 4 hpw**
An introduction to methods of research in the social sciences, including the formulation of problems, research design, sampling techniques, and the collection and analysis of data. Prerequisite: Sociology 201 and Mathematics 205.
- 332 Social Work Methods 4 hpw**
A course designed to present wide-range knowledge of methods in the three major types of social work practice: social case work, group work, and community organization. Through the use of case materials the students should learn to apply theory and methods to the actual types of situations. On occasion professional social workers who can illustrate the different work techniques will be invited to the class. Prerequisite: Sociology 310 and consent of the instructor.
- 333 Folklore and Oral History 4 hpw**
Advanced studies in the use of oral sources, both folk and non-folk, and of material folk artifacts in the reconstruction of the past. Emphasis is placed on field theory, interview techniques, and criticism and analysis of sources. Field research is an integral part of the course.
- 401 Culture and Personality (Anthropology) 3 hpw**
A survey of methods and problems in studying the personality features characteristic of non-literate tribes around the world. Mutual relationships between culture and the individual are explored.
- 403 American Social Structure 4 hpw**
An analysis of social organization in the United States with reference to cultural norms, social stratification, and the inter-relationships of social institutions. Emphasis will be placed on new trends, such as the accelerating rate of social change, the assimilation to

a new status of Hawaii and Alaska, and the increasing complexity of our relations with other countries. Prerequisite: Sociology 201.

407 Ecological Anthropology 4 hpw

The study and cross-cultural comparisons of the environmental relationships of human communities. Prerequisites: STMS, General Anthropology.

421 Sociological Theory 4 hpw

A survey of the development of social thought and an analysis of contemporary social theories. The course will emphasize directed study and a seminar type of research. Prerequisite: Sociology 201.

**190, 290 Special Studies in Sociology and Anthropology
390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of sociology and anthropology under faculty direction. The level of work will be indicated by the course number used.

**199, 299 Guided Independent Study in Sociology and Anthropology
399, 499**

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.

PHYSICAL EDUCATION

Director: Professor Julian L. Smith

Assistant Professors Kinne, Whiteley, Williams

The Physical Education Program is comprised of the required program, the professional training program, intramural athletics, inter-collegiate athletics, and recreational activities on an informal basis.

Required Physical Education Program

Every student in the College who is a candidate for a degree must complete satisfactorily four terms of physical education which constitute one full course. Full course credit is given only when all four terms are completed. In addition, all freshmen and transfer students must demonstrate proficiency in swimming. The emphasis in this program is on life-time sports.

The first two regular terms of the physical education requirement must be satisfied by registration in and satisfactory completion of any of the activity courses offered in the catalog.

The swimming proficiency requirement may be satisfied by passing a basic swimming test or satisfactory completion of a beginning swimming class, PE 101. It is suggested that the first two regular terms and the swimming proficiency requirement be completed in the freshman year.

The second two regular terms of required physical education may be satisfied in the following ways:

1. Continued registration in activity courses listed in the catalog. Courses previously completed cannot be repeated with the exception of PE 250, intercollegiate athletics.
2. Competency testing (skill and knowledge), which is available in selected activities each fall and spring term.
3. Contracts for credit that may be worked out with the physical education staff members in the following areas:
 - a. off-campus formal instruction by an expert in the activity.
 - b. on-campus instruction by an expert in the activity.
 - c. intramural athletics.

PE 250 (intercollegiate athletics), competency testing, and contracts are graded on a pass-fail basis.

Professional Program

The Physical Education Program offers a sequence of courses for students interested in intermediate teacher certification (grades 4-9) with a concentration in physical education. Students interested in this area should contact the chairman of the physical education program.

A course sequence is also available for students interested in the coaching of athletic teams at the secondary and junior college level.

ACTIVITY COURSES

- | | | |
|------------|--|--------------|
| 101 | Beginning Swimming | 2 hpw |
| | Upon entrance into the school all freshmen or transfer students must take a basic swimming test. If that test is failed, the student is automatically registered for this class. Fall and spring terms. | |
| 103 | Adaptive Physical Education | 2 hpw |
| | In cooperation with a physical therapist and the physical education staff, a student with limited physical ability is placed in the adaptive program, and whenever possible, in some phase of the normal program. This course may be repeated by physically limited students to complete the one course requirement for graduation. Fall and spring terms. | |

110-115 Open to Men Only

110	Touch Football—Soccer	2 hpw
112	Handball	2 hpw
113	Paddleball—Squash	2 hpw
114	Conditioning and Development	2 hpw
115	Weight Training	3 hpw

120-126 Open to Women Only

120	Field Hockey—Volleyball	2 hpw
123	Paddleball	2 hpw
124	Modern Dance	2 hpw
125	Body Mechanics/Conditioning	2 hpw
126	Self Defense for Women	2 hpw

201-207 Coeducational

201	Recreational Games—Bowling, Billiards, Table Tennis	2 hpw
202	Badminton—Archery	2 hpw
203	Beginning Golf	2 hpw
204	Volleyball—Angling	2 hpw
205	Beginning Tennis	2 hpw
207	Intermediate Swimming and Junior Life Saving	2 hpw
208	Tumbling—Gymnastics	2 hpw

301-309 Coeducational Unless Otherwise Specified

301	Advanced Bowling	2 hpw
302	Advanced Tennis	2 hpw
303	Advanced Golf	2 hpw
304	Advanced Tumbling and Gymnastics	2 hpw
305	Folk Dance	2 hpw
306	Senior Life Saving	2 hpw
307	Water Safety Instruction	2 hpw
308	Advanced Badminton	2 hpw
309	Squash (women only)	2 hpw
313	Advanced Weight Training	3 hpw

250 Varsity Athletics

For any term in which a student participates in a varsity sport he may receive a credit in a P. E. activity course, but no more than 4 terms may be credited to P. E. activity.

THEORY COURSES

210 Personal and Community Hygiene 3 hpw

A study of health facts and basic attitudes toward health practices fundamental to wholesome living for the college student. Recommended for all students.

211 Introduction, History and Principles of Physical Education, Health Education, and Recreation 3 hpw

An orientation to the field of physical education, health education, and recreation. Basic principles of modern physical education and historical background, stressing aims and objectives.

212 Movement Education 3 hpw

This course deals with the techniques of having children discover their own solutions to carefully stated movement problems. Emphasis is on helping children to explore their own movement capabilities in the space around them.

214 First Aid and Safety Education 3 hpw

A course concerning first aid methods for the home, school and community and instruction on the care and treatment of injuries. Successful completion of this course qualifies the student for the American Red Cross First Aid Certificate. Recommended for all students.

215 Officiating in Major and Minor Sports 3 hpw

A study of the rules and the mechanics of officiating in sports for men and women with secondary emphasis placed on those minor sports usually included in the secondary school program. Those interested in acquiring a rating in the different sports may contact the instructor.

310 Organization and Administration 4 hpw

A course dealing with the policies and problems of organization and administration of Health and Physical Education and Athletic programs in schools. It includes program construction in physical education, plant facilities, scheduling load, instruction evaluation, and financing of the program.

311 Tests and Measurements 4 hpw

A course designed to inform the student in construction and effective use of written and skills tests. Emphasis on how to compute and use the results of the test.

312 Team Sports: Skills and Techniques 4 hpw

A detailed study of methods, materials, and techniques of teaching team sports. Emphasis on basketball, soccer, and baseball.

313 Individual and Dual Sports: Skills and Techniques 4 hpw

A detailed study of methods, materials and techniques used in the teaching of individual and dual sports. Emphasis on track and field, tennis and golf.

314 Kinesiology 4 hpw

This course offers an analysis of movement to provide the means to understand and apply kinesiological principles to all phases of physical activity. Emphasis includes basic anatomy and motor behavior, analysis of movement, application of kinesiology to skills and the psycho-social influence on how an individual learns and improves his performance.

W41 Teaching Health Education and Physical Education in the Elementary Schools Winter Term

Principles, practices, and procedures in health education and physical education activities for the elementary school including organizing and conducting such a program. Methods and materials in group games of low organization. Required of all elementary education majors.

THE VARSITY PROGRAM

The athletic program at St. Andrews is approved by and has full membership in the National Association of Intercollegiate Athletics (NAIA), District 29.

St. Andrews is a charter member of the Dixie Intercollegiate Athletic Conference (DIAC)—an athletic conference whose members do not award athletic scholarships.

Currently nine varsity sports are offered to our male students:

Fall—cross country, soccer

Winter—wrestling, bowling, basketball

Spring—tennis, golf, track, baseball

The women's intercollegiate sports program includes:

Fall—volleyball

Winter—basketball

Spring—tennis

THE DIVISION OF HISTORY AND SOCIAL SCIENCE

Chairman: Associate Professor Melton

Majors offered: History, politics, economics, business administration, and business-chemistry.

Requirements for majors are listed with the appropriate course offerings with the exception of the business-chemistry major which is an interdisciplinary program with course offerings listed under the participating major programs. (See pages 65-68, 86-88.)

North Carolina teacher certification is available with majors in history, politics, and economics. Certification in social studies is available by taking a history major and Politics 201, Sociology 201, 205, and Economics 207, 208. Education courses that must be combined with the academic major in these programs are listed under the Division of Behavioral Sciences.

Students may be permitted to substitute Social and Behavioral Sciences 200 for an introductory course in politics, business administration, or economics at the discretion of the appropriate program chairman.

Students working for a major in American studies may elect appropriate courses in the Division of History and Social Science. (See American studies program, page 49.)

SOCIAL SCIENCE

313 **Materials and Methods in the Teaching of High School History and Social Studies** 4 hpw

This course is designed for those students seeking North Carolina teacher certification at the secondary level. Consideration for the content, method and technique needed in the teaching of high school history and social studies is undertaken. Brief teaching experience in local public schools is a part of the course. Credit for this course does not apply toward a major in the division. (See Education 313.)

BUSINESS ADMINISTRATION

Professor Wilmot; Associate Professor Holmes

Requirements for a major in business administration: Eleven courses in business administration and economics, including Business Administration 209, 210, and 422; Economics 207, 208, and 303; and one winter term course. Mathematics 113 and 205 are also required for the major.

200 **Introduction to Business** 3 hpw

An introduction and orientation to business as a social activity. This course provides an understanding of business and its en-

vironment, the activities business men perform and why they are performed. The application of the behavioral sciences by management is stressed. (Does not apply toward a major.)

X 209

Financial Accounting

3 hpw

A conceptual approach to financial accounting with emphasis on the corporate form of business.

X 210

Managerial Accounting

3hpw

Emphasis is placed upon those accounting tools which are of primary importance in decision making. Methodology found in current practice is stressed. Prerequisite: Business Administration 209.

X 212

Application of Computers

3 hpw

An introduction to FORTRAN programming and to applications of the computer in different disciplines.

W / 304

Financial Management

4 hpw

A consideration of both internal and external facets of management of corporate finances. Risk, cost of capital, and capital markets are explored along with governmental controls over such financing.

W / 312

Marketing

4 hpw

A functional analysis of marketing and its importance as an economic activity. Current and potential institutions through which marketing is carried on are studied. Additional managerial orientation is provided through case studies and decision-making practice.

314

Consumer Problems

4 hpw

A study of the consumer in the American economy and the factors which affect his choices and help him to get maximum satisfaction by wise planning of his family finances.

315

Business Law

4 hpw

A study of the fundamental nature of law, and laws that determine the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, employment and agency, commercial paper, sales, and government-business relations.

W / 317

Organizational Management

4 hpw

A broad survey course which examines the central framework of business management, its environment and the personal characteristics, knowledge and skills of the manager. Attention is given to behavioral and environmental as well as technical and functional details of such activities as planning, motivating, directing, delegating, and controlling business organization, human relations, and communications.

- 318 Government and Business 4 hpw**
 Changing relations between government and business and their effects on industrial efficiency, economic growth, and social welfare.
- 320 Industrial Relations 4 hpw**
 The collective bargaining process, major management-union problems and their resolution through bargaining, mediation, and arbitration.
- 402 Principles of Taxation 4 hpw**
 A study of the major provisions of the Internal Revenue Code, its rationale, and the way it actually functions. Prerequisite: Business Administration 209.
- 404 General Systems Approach to Problem Solving 4 hpw**
 The application of general systems theory to the solving of problems whatever their scope or origin. There are no formal course prerequisites. Majors in areas other than business and economics should find this course to be useful. Enrollment is by permission of the instructor. (Also offered as Economics 404).
- 408 Development and Management of Human Resources 4 hpw**
 Covers all areas of recruitment, placement, training, and development of lower-skilled and managerial personnel with emphasis on current problems.
- 419 Quantitative Analysis 4 hpw**
 A survey of the mathematical techniques necessary for modern management. Topics include inventory analysis, game theory, linear programming, and optimization techniques.
- 422 Seminar in Business Administration 4 hpw**
 Individual readings and research in a particular area of business with documentation required.

190, 290 Special Studies in Business Administration
390, 490

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of Business Administration under faculty direction. The level of work will be indicated by the course number.

199, 299 Guided Independent Study in Business Administration
399, 499

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

BUSINESS - CHEMISTRY

Requirement for a major in business administration, economics, and chemistry: Four courses in business administration, four courses in economics, four courses in chemistry, including Business Administration 209 and 210, Economics 302 and 303, Chemistry 201, 202, and 303, and a winter term course in one of the three areas. Mathematics 121 and 205 are also required. Electives will be chosen with the advice of major professors.

ECONOMICS

Professor Wilmot; Associate Professor Paxton

Requirements for a major in economics: Eleven courses in economics including Economics 207, 208, 303, and 422; one winter term course; and at least two courses in business administration which must include Business Administration 209 and 304. Mathematics 113 and 205 are also required.

- | | | |
|------------|---|--------------|
| 207 | Principles of Economics I | 3 hpw |
| | A survey of our economic system—production, exchange and distribution; aggregate income determination; monetary theory and policy; international trade and institutions. | |
| 208 | Principles of Economics II | 3 hpw |
| | A survey of contemporary domestic and international economic issues. Assigned readings from a variety of sources will be used. | |
| 302 | Economic Philosophy: The Development of Economic Thought | 4 hpw |
| | A survey of the development of economic analysis from Mercantilism to the Post-Keynesian era. Emphasis will be placed on Smith, Ricardo, and the British Classical School: Jevons, Marshall, and the development of Marginalism; Austrian Capital Theory, and the Neoclassical theory of money, interest, and prices. | |
| 303 | Intermediate Price Theory | 4 hpw |
| | An examination of the economic principles and theory underlying value and distribution. Application will be made of these principles particularly to the problems of perfect and imperfect competition. | |
| 304 | Intermediate Income and Employment Theory | 4 hpw |
| | The economic forces and factors determining the level of income and employment in a political economy are presented and evaluated. Emphasis on the role of government in maintaining a high level of employment and purchasing power is stressed. | |
| 306 | Monetary Theory, Policy and Institutions | 4 hpw |
| | This course analyzes the functioning of the monetary and financial system of the U.S., emphasizing its effect on economic wel- | |

fare. Historical and institutional aspects and monetary theory are covered. The effects of monetary and fiscal policy on our economic activity are studied.

307 Environmental Economics 4 hpw

The application of the tools of modern welfare economics to the problems of environmental decay and external costs. A re-examination of the desirability of maximizing economic growth rates. Problems of pollution of the environment and measures that have been or can be used to achieve optimal economic solutions will be emphasized.

308 International Trade and Institutions 4 hpw

A study of the international movements of goods and an examination of the payments systems. Attention is given to economic geography and factors such as world resources which influence economic development and international trade. Primary focus is on the composition and directions of international trade and on the application of economic theory to the international arena.

309 Urban Economics 4 hpw

A survey of contemporary urban problems and what cities are doing to solve them. An examination of suggested solutions to urban traffic congestion, fiscal problems, urban sprawl, zoning problems, etc.

315 Economics of Growth and Development 4 hpw

Analysis of the forces inhibiting economic growth in underdeveloped countries. Course includes discussion of growth models, theories of growth, development planning, economics of foreign aid, and the role of technological progress.

404 General Systems Approach to Problem Solving 4 hpw

The application of general systems theory to the solving of problems whatever their scope or origin. There are no formal course prerequisites. Majors in areas other than Business and Economics should find this course to be useful. Enrollment is by permission of the instructor. (Also offered as Business Administration 404.)

406 The Economics of Socialism 4 hpw

An examination of the various types of socialist economic systems. Socialism as practiced in many of the economies of today will be studied. An investigation of Marxian theory will constitute part of the course.

408 Public Finance 4 hpw

Principles and problems of taxation, expenditure, and debt management of federal, state, and local governments. The effects of governmental budgetary policy on resource allocation, income distribution, economic stability, and growth will be examined.

419 Mathematical Economics and Econometric Techniques 4 hpw

A survey of the mathematical techniques necessary for understanding parts of economic theory. An investigation of optimization techniques, linear programming, input-output analysis; mathematical and econometric model building.

422 Seminar in Economics 4 hpw

The seminar is basically a research undertaking requiring extensive reading, discussion, and writing on an announced topic. A thesis related to the general topic is to be developed under the supervision of the instructor.

**190, 290 Special Studies in Economics
390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of economics under faculty direction. The level of work will be indicated by the course number.

**199, 299 Guided Independent Study in Economics
399, 499**

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

HISTORY

Professors Arnold, Harvin; Associate Professors Fulcher, Joyner, Melton

Requirements for a major in history: Ten courses in history (including requirement is in addition to the Christianity and Culture program.) Additional courses in the social sciences and foreign languages are recommended as electives. History majors anticipating advanced study are strongly urged to develop a proficiency in French and German to satisfy foreign language requirements in graduate school.

Courses will not carry prerequisites except that those courses numbered at the 300 and 400 levels are restricted to juniors and seniors or by permission of the instructor.

101 Western Civilization (Ancient History)

A study of the foundations of Western civilization in the Ancient Near East, Greece, and Rome. (Offered only as a component of Christianity and Culture 101-102.)

- 102 Western Civilization (Medieval and Modern History)**
A study of the development of Western civilization from the Middle Ages to World War II. (Offered only as a component of Christianity and Culture 201-202.)
- 201, 202 American Civilization 3 hpw**
A study of American civilization from the discovery of the New World to the present, with emphasis upon political, social, intellectual, and cultural history.
- 203 Modern Europe 3 hpw**
A history of the origins of contemporary Europe with emphasis on social, political, and economic developments since the Renaissance and Reformation.
- 204 Modern Asia 3 hpw**
The political history of Asia in the modern period with emphasis on responses to the West, such as passive resistance in India, militarism in Japan, and revolution in China.
- 207 Folklore and Folklife in American History 3 hpw**
An introduction to the use of folklore in the study of the American past. Emphasis is given to the types of verbal folklore (tale, song, riddle, proverb, etc.) and material folk culture (crafts, log cabins, folk art, etc.) found in America, their relation to European and African tradition, and their functions in the evolution of American society.
- 311 Early American Culture 4 hpw**
A selective study of ideas and institutions in the formation of early American culture. Representatives from such cultural movements as American Puritanism, the Great Awakening, and the Enlightenment and the Revolution, are considered from both original writings and interpretative literature.
- 331 The New South 4 hpw**
Studies in the politics, society, and culture of the Southern United States since Reconstruction.
- 332 Studies in Afro-American History 4 hpw**
Seminar studies in the history, folklore, society, and culture of black Americans, with emphasis on the study of written and oral sources.
- 333 Folklore and Oral History 4 hpw**
Advanced studies in the use of oral sources, both folk and non-folk, and of material folk artifacts in the reconstruction of the past. Emphasis is placed on field theory, interview techniques, and criticism and analysis of sources. Field research is an integral part of the course.

- 341 Diplomatic History of the United States 4 hpw**
American relations with foreign nations from 1775 to the present.
- 349 Europe in the Enlightenment 4 hpw**
The intellectual history of Europe during the seventeenth and eighteenth centuries with emphasis upon the English Enlightenment and including representative cultural movements.
- 351 Europe in the Nineteenth Century 4 hpw**
A study of Europe in the nineteenth century with emphasis on political, social, economic, and intellectual currents.
- 353 The Age of the French Revolution 4 hpw**
A study of continental Europe between 1715 and 1815 with emphasis on the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe under Napoleon and the Congress of Vienna.
- 371 Soviet Russia 4 hpw**
A study in depth of the Russian Revolution of 1917 and the evolving Communist state, dealing with both the internal development of the Soviet state and its foreign relations.
- 403 The Age of the Two World Wars 4 hpw**
A study of the impact of World War I, the settlement of 1919, the rise of totalitarian regimes, the breakdown of international stability in the 1930's, the crisis of World War II, and the emergence of a new international balance in the post-war era.
- 404 Twentieth Century America 4 hpw**
Studies in American history in the 20th century with emphasis on domestic political, social, and economic problems and the growing involvement of the United States in world affairs.
- 422 Senior Seminar in History 4 hpw**
Selected readings and discussions in historiography and philosophy of history, along with individual research projects and class critiques.

POLITICS

Assistant Professors Bushoven, Fouke, Schulz

A student majoring in politics, aided by his or her faculty advisor, will design his or her own major curriculum. The major requirements in politics therefore consist of a contract which includes all other degree requirements and which is mutually acceptable to the student and to the faculty in politics. The acceptance of a student as a major in politics includes the acceptance of his or her contract. The contract will become part of the student's permanent record and any changes in the contract must be approved by the student and the faculty in politics.

The major in politics will be strongly urged to take eight to ten courses in politics and to develop skills in mathematics and language where appropriate to his or her goals.

A student currently majoring in politics may either remain under his or her present major requirements or elect to design a contract under the revised major program.

- | | | |
|------------|---|--------------|
| 201 | Introduction to American Politics | 3 hpw |
| | An introduction to the discipline of political science designed (1) to develop an understanding of how the American political system operates; (2) to indicate possible changes which may occur in the American political system; (3) to stimulate an awareness of why some political events occur and others do not, and (4) to encourage the development of a perspective from which political events can be evaluated. | |
| 211 | Introduction to International Politics | 3 hpw |
| | An introduction to the political relations of nations, including important theories of analysis, problems of power, foreign policy formulation and implementation, and functions of international organizations and law, as exemplified by major problem situations. | |
| 231 | Introduction to Law | 3 hpw |
| | A general introductory survey of public law and its function in a changing society. Areas studied include judicial process, judicial behavior, state and local law, the emerging role of international law, and the relation between law and philosophy. | |
| 252 | Introduction to Comparative Government | 3 hpw |
| | A comparative study of different types and combinations of political systems—such as authoritarian, democratic, and developing—including an introduction to theories of comparative political analysis with primary focus on European nations. | |
| 275 | Politics and Personality | 3 hpw |
| | An introductory analysis of the psychological factors which influence and condition individual political behavior. | |
| 280 | Politics and Environment | 3 hpw |
| | An examination of the relationship between political systems and such environmental factors as social stratification, technology, development, ecology, resource utilization, norms and values, dissent and communication. | |
| 303 | Urban Politics | 4 hpw |
| | Analysis of contemporary urban politics and problems. | |
| 304 | Rural Politics | 4 hpw |
| | An analysis of contemporary and past rural politics and problems. | |

- 312 Legal Reasoning 4 hpw**
Analytical and critical studies of constitutional law categories such as judicial review, federalism, civil and political rights, due process and equal protection.
- 321 Western Political Thought: Classical to Modern 4 hpw**
A study of the classics in Western political thought from Plato through Marx, with special emphasis on their relationship to contemporary political theorists.
- 322 Research Methods in Contemporary Political Science 4 hpw**
Introduction to the scientific study of politics including concept formation, generalizations, prediction, models, and methodologies such as role theory, communications theory, and the power approach.
- 323 Marxian Political Analysis 4 hpw**
Grounding in the basic texts, Marx to Mao, and basic concepts. Analysis of contemporary national and international politics from a Marxist perspective.
- 339 War and Peace 4 hpw**
A study of the historical, psychological and social roots of war and the contemporary issues of peace. Introduction to problems of research on conflict and peace. Possible areas to be investigated include: arms control and disarmament, negotiations, international organization and economic cooperation.
- 342 Foreign Policy Processes 4 hpw**
Detailed study of the governmental machinery and external influences on the formulation and implementation of foreign policy.
- 356 Problems of Political Development: Asia or Africa 4 hpw**
A comparative analysis of political structures and processes of change in countries of Asia or Africa.
- 380 Advanced Studies in American Politics 4 hpw**
A rigorous examination of American politics with selected emphasis on such topics as chief executives, federalism, mass media, parties and pressure groups, legislative behavior, and judicial process.
- 401 Political Behavior 4 hpw**
A rigorous study of selected aspects of political behavior. Emphasis on research design and methods.
- 422 Senior Seminar in Politics**
A program of directed study for advanced students providing an opportunity for reading and research on topics of special interest in the field of political science and including group discussions on topics of current concern. For politics majors only.

190, 290 Special Studies in Politics
390, 490

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of politics under faculty direction. The level of work will be indicated by the course number.

199, 299 Guided Independent Study in Politics
399, 499

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

The Politics Program offers internships in Local Government as a Guided Independent Study. Students are placed as interns with a nearby local unit of government. Work may include, for example, assisting the city manager with the research and preparation of an urban renewal grant proposal or with the gathering and evaluation of data for future planning. For senior and junior majors.

Special Seminar in Political Studies

An informal, no credit, bi-weekly discussion with the faculty in politics of contemporary articles from the basic journals in the field of political science and of current research being conducted by the students and faculty in the program. By invitation of the Politics Program. For majors and prospective majors.

THE DIVISION OF LANGUAGE AND LITERATURE*Chairman: Professor Bennett***Majors offered: English, French, Literature, and Modern Languages.****Major in English**

The English major is intended to provide a concentration in humane learning that is an end in itself. It prepares students for entry into graduate studies in English and also for admission to professional studies in law, social services, and theology. When the necessary sciences are also studied it prepares students for admission to schools of medicine and dentistry. Many governmental and business agencies desire English majors for training for executive and other particular vocations. In the event a student elects the prescribed courses, an English major leads to teacher certification.

English majors are encouraged to choose elective studies from the fine arts, from religion and philosophy, and other humanities areas, and from history and the social sciences. All electives will be chosen in consultation with the major adviser.

English majors will select at least two of the 200-level Literature courses, usually in the freshman or sophomore year. No more than two of these courses may be counted for credit on the major, and these will be prerequisite to other courses in the major. Each major will normally take in sequence four "core" courses: English 301 and 302 in his junior year; and English 401 and 402 in his senior year. In addition to these, each major will elect at least four other English courses of his own choice from the 300-400 level curriculum.

English majors are required to show competence in one foreign language. English majors considering graduate study should meet their language requirement in either German or French, and should give at least one year of study to the other. English majors seeking certification for teaching in North Carolina are required to take English 303 or Language 151.

ENGLISH

Professors Bennett, White; Associate Professor Bayes; Assistant Professors Gross, Jones

105 Composition and World Literature (Greek and Roman)

Major works of literature from Greek and Roman writers studied in translation. Attention will be given to developing critical writing skills. (Offered only as a component of Christianity and Culture 101-102.)

- 106 Composition and World Literature (Medieval and Modern)**
Major works of European literature from the Medieval and Modern periods studied in translation. Successful completion of this course satisfies the writing proficiency requirement. (Offered only as a component of Christianity and Culture 201-202.)
- 301 Shakespeare 3 hpw**
Selected histories, comedies, and tragedies.
Prerequisite: Junior standing or consent of instructor.
- 302 Chaucer 3 hpw**
A detailed examination of *The Canterbury Tales* in the context of medieval aesthetics and literary forms. Language tapes will be used extensively to introduce the student to the sounds and structure of Chaucer's language.
Prerequisite: English 301 or consent of instructor.
- 303 Advanced Grammar 3 hpw**
An introduction to the nature of language, with emphasis on modern approaches to the structure and development of English. Particular emphasis will be placed on the problems of transformational grammar.
Prerequisite: Junior standing or consent of instructor.
- 308 Victorian Literature 3 hpw**
A study of the major poets and essayists of Victorian England.
Prerequisite: Junior standing or consent of instructor.
- 309 Modern Novel 3 hpw**
A study of representative novels of the 20th century. Reading and analysis of novels by Lagerkvist, Gide, Mauriac, Camus, Bernanos, Silone, Paton, Unamuno, and Greene.
Prerequisite: Junior standing or consent of instructor.
- 310 Modern British and American Poetry 3 hpw**
Readings from a wide selection of modern British and American poets. Special attention will be given to Gerard Manley Hopkins, William Butler Yeats, Robert Frost, T. S. Eliot, Ezra Pound, William Carlos Williams.
Prerequisite: Junior standing or consent of instructor.
- 311 American Renaissance 3 hpw**
A study of the literature of the American Renaissance, with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain.
Prerequisite: Junior standing or consent of instructor.
- 312 American Fiction of the 20th Century 3 hpw**
A study of representative American fiction of the 20th century. Reading and analysis of novels by such writers as Norris, Dreiser, Lewis, Hemingway, Faulkner, Dos Passos, Steinbeck, Wright, War-

ren, Bellow and Malamud.

Prerequisite: Junior standing or consent of instructor.

- 313 The Art of Teaching English 3 hpw**
 A study of the art and methodology of teaching English literature and language, including brief teaching experience in a secondary school. Not offered for credit toward the English major. Required for Class A Teacher's Certificate in North Carolina. Offered each fall.
- 314 Poetry and Non-Shakespearean Drama of the English Renaissance 3 hpw**
 An examination of major poets and dramatists of the English Renaissance excluding Shakespeare. The course will focus on Spenser, Donne, and the Jacobean dramatists.
 Prerequisite: Junior standing or consent of instructor.
- 315 Creative Writing 3 hpw**
 Training and practice in the writing of verse, prose, fiction, and drama.
 Prerequisite: Two English courses on the 200-level or consent of the instructor.
- 316 The English Novel 3 hpw**
 Representative works of the principal novelists in the English tradition. Reading and analysis of novels by such writers as Fielding, Austen, Dickens, Hardy, Conrad, Virginia Woolf, Joyce, and Greene.
 Prerequisite: Junior standing or consent of instructor.
- 317 Literature of the Romantic Period 3 hpw**
 A study of the chief poets and critics of English Romanticism.
 Prerequisite: Junior standing or consent of instructor.
- 401 Milton 3 hpw**
 Intensive reading of Milton's poetry with major emphasis on *Paradise Lost* and *Samson Agonistes*. Collateral readings from the prose.
 Prerequisite: English 302 or consent of the instructor.
- 402 Studies in 20th Century Literature 3 hpw**
 A study in depth of some topic in 20th century literature in English.
 Prerequisite: English 401 or consent of the instructor.

**190, 290 Special Studies in English
 390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of English under faculty direction. The level of work will be indicated by the course number used.

199, 299 Guided Independent Study in English 399, 499

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.

MAJOR IN LITERATURE

The literature major is designed for students interested in literature more inclusively defined than in the present English major. It consists of the 111, 112-113 sequence in one foreign language, two introductory literature courses on the 200 level, and eight courses in literature above the 200 level. In consultation with his advisor, the student may select courses in English and American literature, literatures in translation, or any of the foreign language literatures.

201 **Modern Poetry** **3 hpw**

A critical study of a wide selection of poetry drawn from the English and American traditions of the modern era.

202 **Modern Prose Fiction** **3 hpw**

A critical study of a wide selection of short prose fiction in English drawn from modern western European and American traditions.

203 **Black-American Literature** **3 hpw**

The mind and spirit of the American Negro as expressed in his literary art. Works by 20th century black Americans such as W. E. B. DuBois, James Weldon Johnson, Claude McKay, Jean Toomer, Langston Hughes, Richard Wright, Ralph Ellison, James Baldwin, Melvin B. Tolson, Gwendolyn Brooks, LeRoi Jones, and Don L. Lee.

204 **Modern Drama** **3 hpw**

A critical study of a wide selection of dramatic literature in English drawn from modern western European and American traditions.

BASIC LANGUAGE STUDIES

In French, German, and Spanish the 112-113 courses are taken concurrently and two course credits will be given for successful completion. The Foreign Language 111, 112-113 courses are the equivalent of the usual two-year elementary and intermediate offerings.

MAJOR IN MODERN LANGUAGES

The modern language major shall consist of 111, 112-113, 221, 222 in each of two foreign languages; Language 151; and at least four additional courses in upper level foreign language literature courses, in upper level language courses, or in a combination of upper level foreign language literature and/or language courses.

FRENCH

Associate Professor Neylans; Assistant Professors Brockmann, Schenck

For a major in French, students will normally take French 221, 222, 311, 312, 411, 412, Language 151 and at least two other courses in Special Studies in French, or one Special Studies in French and an approved Special Studies in Language. French majors are also required to take at least the 111, 112-113 sequence in another foreign language. With proper courses in education, this program will provide for teacher certification.

111, French Language**112-113****5 hpw**

This intensive language course, including an introduction to the theory behind the structure and function of the language, will give the student the proficiency in oral, aural, reading and writing skills necessary to satisfy the language requirements of other programs and enable him to begin major courses in French. One course credit is given for French 111, two for French 112-113.

221, 222 French Language and Literature**4 hpw**

Advanced composition, conversation and an introduction to French literature. Students will read literary texts of short to moderate length which will serve as the basis for composition and conversation. This sequence is designed for those students who wish to broaden their knowledge of French as well as for those who desire to continue with more advanced studies.

Prerequisites: French 111, 112-113 or advanced placement by the French faculty.

311 French Literature and Civilization:**Middle Ages and Renaissance — 1000-1600****4 hpw**

An integrated study of French culture, history and literature of the Middle Ages and the Renaissance (1000-1600). Wide reading, oral and written reports.

Prerequisite: French 221 or advanced placement by French faculty.

312 French Literature and Civilization:**French Classicism — 1600-1770****4 hpw**

An integrated study of the culture, history, and literature of French Classicism (1600-1770). Wide reading, oral and written reports.

Prerequisite: French 311 or permission of French faculty.

**411 French Literature and Civilization:
Romanticism and Realism — 1770-1900** **4 hpw**
An integrated study of the culture, history, and literature of French Romanticism and Realism (1770-1900). Wide reading, oral and written reports.
Prerequisite: French 312 or permission of French faculty.

**412 French Literature and Civilization:
The Modern Period — Since 1900** **4 hpw**
An integrated study of French culture, history, and literature of the modern period (since 1900). Wide reading, oral and written reports.
Prerequisite: French 411 or permission of French faculty.

190, 290 Special Studies in French
390, 490

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of French under faculty direction. The level of work will be indicated by the course number used.

199, 299 Guided Independent Study in French
399, 499

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

SPANISH

Assistant Professor Robert Y. Valentine

111, Spanish Language
112-113 **5 hpw**

This intensive language course, including an introduction to the theory behind the structure and function of the language, will give the student the proficiency in oral, aural, reading and writing skills necessary to satisfy the language requirements of other programs and enable him to begin major courses in Spanish. One course credit is given for Spanish 111, two for Spanish 112-113.

221, 222 Spanish Language and Literature **4 hpw**

Advanced composition, conversation and an introduction to Spanish literature. Students will read literary texts of short to moderate length which will serve as the basis for composition and conversation. This sequence is designed for those students who wish to broaden their knowledge of Spanish as well as for those who desire to continue with more advanced studies. Prerequisites: Spanish 111, 112-113 or advanced placement by the Spanish faculty.

311 Spanish-American Narrative 4 hpw
A study of selected Spanish-American novels and short stories of the 20th century. Special emphasis on the narrative of the last thirty years and its contribution to world literature. Prerequisites: Spanish 221, 222.

312 Spanish Drama 4 hpw
Reading and analysis of selected masterpieces from each period of the Spanish theatre. Emphasis on ideas as well as on dramatic art. Prerequisites: Spanish 221, 222.

313 Spanish Narrative 4 hpw
Selected masterpieces of Spanish narrative fiction. Novels and short stories from the Golden Age, Romanticism, Realism, Generation of 1898 and post-Civil War period. Prerequisites: Spanish 221, 222.

401 Hispanic Poetry 4 hpw
Reading and analysis of representative works of important Spanish and Spanish-American poets. Prerequisites: Spanish 221, 222.

190, 290 Special Studies in Spanish
390, 490

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of Spanish under faculty direction. The level of work will be indicated by the course number used.

199, 299 Guided Independent Study in Spanish
399, 499

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

GERMAN

Associate Professor Geffert

111, German Language 5 hpw
112-113

This intensive language course, including an introduction to the theory behind the structure and function of the language, will give the student the proficiency in oral, aural, reading and writing skills necessary to satisfy the language requirements of other programs and enable him to begin major courses in German. One course credit is given for German 111, two for German 112-113.

221, 222 German Language and Literature 4 hpw

Students will read literary texts of short to moderate length or non-literary material dealing with their own fields of interest which will also serve as the basis for composition and conversation. Pre-

requisites: German 111, 112-113 or advanced placement by the German faculty.

190, 290 Special Studies in German
390, 490

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of German under faculty direction. The level of work will be indicated by the course number used.

199, 299 Guided Independent Study in German
399, 499

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

GREEK

Associate Professor Doubles

101-102 Elementary Greek **4 hpw**

Grammar, syntax, pronunciation, and translation. During second term selected readings from Classical Greek and Koine. Assigned readings in English or Greek history and literature.

201-202 Intermediate Greek **4 hpw**

Translations from Homer's *Iliad*, Xenophon's *Anabasis*, and other Classical Greek literature, and from the Gospel of John. Assigned readings in English in Greek culture and literature. Prerequisite: Greek 101-102 or equivalent.

HEBREW

Associate Professor Doubles

101-102 Introduction to Comparative Semitics **4 hpw**

Using Hebrew and Aramaic as models, this course serves as an introduction to the comparative study of Semitic languages, and prepares the student to do special studies in Old Testament. Pre-requisite: Permission of instructor.

LANGUAGE

151 Introduction to the Structure and Analysis of Language **3 hpw**

All languages consist of patterns of sound and meaning. In this course the student will discover the major approaches to an understanding of these structures. The course will emphasize a series of practical exercises in a wide variety of languages.

313 Modern Foreign Languages in the High School **4 hpw**

A study of methods, materials, and problems of teaching modern languages in the high school. Required for teacher certification. Does not count as a major course in French or Modern Languages.

THE DIVISION OF MATHEMATICS AND NATURAL SCIENCE

Chairman: Associate Professor Barnes

Majors offered: Mathematics, mathematics and computer science, biology, chemistry, chemical physics, medical technology.

The Division of Mathematics and Natural Science offers major programs in the areas of mathematics, biology, and chemistry. The requirements for these majors are listed with program descriptions.

The interdisciplinary major in chemical physics has been designed by the division to open a field of study which is concerned with the fundamental understanding of matter at the molecular level. Generally classed as a theoretical science, chemical physics is interdisciplinary in nature and will appeal to the student who is more interested in the quantitative and mathematical description of molecular behavior than he is in its qualitative and experimental aspects.

Students interested in a cooperative program in medical technology will take three years of a regular biology major program and complete their training at an American Medical Association-approved school of medical technology. St. Andrews will award the B.S. degree to the student who satisfactorily completes the three-year program at St. Andrews and the prescribed work at any approved school of medical technology. St. Andrews has a special cooperative arrangement in the medical technology program with the following schools: Bowman Gray School of Medicine, Winston-Salem, North Carolina; Charlotte Memorial Hospital, Charlotte, North Carolina; Duke University Medical Center, Durham, North Carolina; Grady Memorial Hospital, Atlanta, Georgia; Medical College of Virginia, Richmond, Virginia; Presbyterian Hospital, Charlotte, North Carolina; Rex Hospital, Raleigh, North Carolina.

SCIENCE EDUCATION

313 **Materials and Methods in the Teaching of High School Science**

4 hpw

This course is designed to familiarize the student with the contents and objectives of modern high school science courses and with desirable methods of presentation. Prerequisite: introductory courses in college biology, chemistry, and physics. This course is for those students planning to fulfill the requirements of the North Carolina State Department of Public Instruction.

BIOLOGY

Assistant Professors Applegate, Blair, Clausz, Styron

The curriculum for the biology major is designed by the student with the aid of a faculty advisory team. The major requirements therefore

consist of a program mutually acceptable to the student and the advisory team. The students' program is then approved by the faculty of the Division of Mathematics and Natural Science. This flexibility enables pre-medical and pre-dental students to construct their major program to meet the requirements of the specific professional school of their choice. A student intending to go to graduate school in biology or other related fields such as anthropology, sociology, or psychology may also tailor his program to the requirements of a particular school. Programs may also be constructed by the student to meet his needs if he plans to teach in secondary schools or enter industry or government. Students who anticipate not using their biological training in post baccalaureate studies or profession may elect a series of courses which best meets the needs of their liberal arts education. The biology major program, including supporting disciplines, does not require more than 16 courses.

201 Organismal Biology 6 hpw

A general survey of the animal and plant kingdoms with emphasis on morphology, evolutionary relationships, and classification. Lecture: 3 hours; laboratory: 3 hours. Prerequisite or co-requisite: Natural Science 101, 102 or consent of instructor. Offered each fall term.

202 Genetics 6 hpw

The principles of heredity at the organismal and molecular level. Topics treated in lecture include Mendelian genetics, cytoplasmic heredity, population genetics and the molecular aspects of mutation and protein synthesis. Lecture: 3 hours; laboratory: 3 hours. Prerequisite or co-requisite: Natural Science 101, 102 or consent of instructor. Offered each spring term.

205 Environmental Biology 6 hpw

An introduction to the basic concepts of environmental biology especially emphasizing population problems, ecosystem dynamics, and the mechanisms of evolutionary development. Lecture: 3 hours; laboratory: 3 hours. Prerequisite or co-requisite: Natural Science 101, 102 or consent of instructor. Recommended: Biology 201. Offered each fall term.

302 Cell Physiology 7 hpw

A study of the structure, function, and dynamics of living cells with emphasis on the cell environment, bioenergetics, biological pathways, and coordination. Lecture: 4 hours; laboratory: 3 hours. Prerequisite: Biology 201, 202 and Chemistry 201, 202. Offered each fall term.

305 Growth and Development 7 hpw

Chemical, physical, and morphological aspects of growth and development as exemplified by plants and animals. The concepts and relationships of fertilization, growth, differentiation, morpho-

genesis, systems control and feedback, and organogenesis are discussed. Lecture-discussion: 4 hours; laboratory: 3 hours. Pre-requisite: Biology 202 and Chemistry 201 and 202. Recommended: Biology 302 or Chemistry 404. Offered each spring term.

190, 290 Special Studies in Biology
390, 490

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of biology under faculty direction. Topics will vary from year to year, but typical topics are: advanced genetics, cytology, evolution, field botany, human anatomy and physiology, marine embryology, microbiology, mycology, ornithology, quantitative biology, and radiation biology. The level of work will be indicated by the course number.

199, 299 Guided Independent Study in Biology
399, 499

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted for division approval on the proper forms. The level of work will be indicated by the course number.

CHEMISTRY

Professor Miller; Associate Professors Barnes, Wetmore; Assistant Professor Stephens

The requirements for the chemistry major are nine regular courses, six of which have laboratories, and one winter term course: Chemistry 201, 202, 301, 303, 304, 306, 341, and two other courses which have been approved by the program. Math 121, 122, and Physics 201, 202 are also required. Mathematics 221, 223 and proficiency in German are strongly recommended for those who plan professional work in chemistry. This program meets the needs of those planning professional work in chemistry or medicine.

The chemistry curriculum is a concept-centered spiral approach that cuts across many of the traditional divisions of chemistry. In the laboratory, standard experiments and manuals have been replaced by an integrated series of open-ended projects. The usual laboratory-course pairings are those listed in the course descriptions.

The chemistry program participates in an interdisciplinary business-chemistry major designed for those with a strong interest in management in technically oriented fields. For major requirements, see the business-chemistry program under the Division of History and Social Science.

- 201 Bonding and Structure I 6 hpw**
An introduction to the basic concepts of bonding and structure with emphasis on chemical periodicity and the atomic and molecular orbital theories of chemical bonding. Lecture: 3 hours; Laboratory: 3 hours (See Laboratory I below). Prerequisite or co-requisite: NS 101 or consent of instructor. Offered each fall term.
- 202 Chemical Reactions I 6 hpw**
An introductory treatment of organic reactions with emphasis on structure-activity correlations. Lecture: 3 hours (See Laboratory II below.) Prerequisites: NS 101 or consent of instructor. Offered each spring term.
- 301 Bonding and Structure II 4 hpw**
The quantitative aspects of the theories of bonding and structure are emphasized. Molecular orbital theory is used to examine progressively more complex systems. The theoretical and practical aspects of spectroscopy are explored as a tool in the determination of molecular structures. Lecture: 4 hours. Prerequisite: Chemistry 201. Prerequisite or co-requisite: Physics 201. Offered each fall term.
- 303 Chemical Reactions II 7 hpw**
An integrated study of organic and inorganic reactions emphasizing structure, bonding, mechanisms, kinetics, and thermodynamics. Lecture: 4 hours; Laboratory: 3 hours (See Laboratory III below). Prerequisite: Chemistry 202. Offered each fall term.
- 304 Chemical Reactions III 7 hpw**
A treatment of inorganic and organic reactions in solution with emphasis on equilibria calculations and applications to analytical chemistry. Lecture: 4 hours; Laboratory: 3 hours (See Laboratory IV below). Prerequisite: Chemistry 202. Offered in even-numbered academic years, spring term.
- 306 Thermodynamics and Kinetics I 4 hpw**
Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Lecture: 4 hours. Prerequisite: Chemistry 201. Offered each spring term.
- 341 Instrumentation 7 hpw**
An introduction to basic electronics and its applications to electrochemistry. Prerequisite: Physics 202. Offered in odd-numbered academic years, spring term.
- 401 Bonding and Structure III 7 hpw**
More current techniques of treating chemical bonding will be examined and discussed. The universal simplifying concept of symmetry will be studied and applied to problems of molecular

properties, structure and reactions. Lecture: 4 hours; Laboratory: 3 hours (See Laboratory V below). Prerequisite: Chemistry 301. Offered in even-numbered academic years, spring term.

402 Chemical Reactions IV (Biochemistry) 4 hpw

A study of the principles of chemistry as applied to biochemical systems. Lecture: 4 hours; Prerequisite: Chemistry 202. Offered in odd-numbered academic years, spring term.

Sc

406 Thermodynamics and Kinetics II 7 hpw

Applications of classical thermodynamics are investigated in relation to real gases, phase transitions, solutions and electrolytic solutions. Relationships between the macroscopic and microscopic are noted in the development of statistical mechanical concepts. The current literature is used to study more recent developments in molecular kinetics and dynamics. Lecture: 4 hours; Laboratory: 3 hours (See Laboratory VI below). Prerequisite: Chemistry 306. Prerequisite or co-requisite: Physics 202. Offered spring term of odd-numbered academic years.

**190, 290 Special Studies in Chemistry
390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of chemistry under faculty direction. Topics will vary from year to year, but typical topics will be: chemistry of drugs, consumer chemistry, environmental chemistry, forensic chemistry, geochemistry, radiochemistry, and science and society.

**199, 299 Guided Independent Study in Chemistry
399, 499**

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted for division approval on the proper forms. The level of work will be indicated by the course number.

PROJECT-ORIENTED LABORATORIES

Laboratory I

The identity of an unknown compound is deduced through its spectral properties and derivatives, and selected physical properties of the compound are measured.

Laboratory II

A mixture of two liquids is separated. Each component is then subjected to various chemical and physical tests for identification and characterization.

Laboratory III

A series of short-term research projects.

Laboratory IV

A coordination compound is synthesized and characterized by structure determination and physical properties.

Laboratory V

An individual research project based on a written proposal approved by the faculty. The results, expected to be of publishable significance, will be presented in a formal scientific paper.

Laboratory VI

An individual research project, often a continuation of Laboratory V.

MATHEMATICS

Associate Professors W. H. Somerville, Morgan; Assistant Professor Singleton; Mrs. Pauley

Mathematics major requirements: A minimum of ten courses, including Mathematics 121, 122, 221, 223, 361, 471, and either 362 or 472. The entering student is urged to begin his program at a level consistent with his proficiency. Students who expect to pursue graduate training in mathematics are encouraged to take both 362 and 472; they should also acquire a basic reading knowledge of French or German. Students who plan to teach in the secondary schools should include 205 and 330 in their programs. 313 is required for Class A certification as a secondary teacher in the North Carolina schools.

Mathematics with Concentration in Computer Science major requirements: Mathematics 121, 122, 221, 223, 361, and 471; Computer Science 201, 202, 301, and 302. Candidates for this major should take a course in numerical analysis.

115 Elementary Functions and Coordinate Geometry 3 hwp

A foundation course in precalculus mathematics. Topics include real number axioms, absolute value, inequalities, and graphs, as well as polynomial, rational, exponential, logarithmic, and trigonometric functions.

121, 122 Calculus 4 hwp

A study of differential and integral calculus of the elementary functions of one variable including techniques and applications, and limits of sequences and series. Students with a limited knowledge of the material in Math 115 are advised to take Math 115 before Math 121. Prerequisite for 121: Permission of instructor. Prerequisite for 122: Math 121. Offered each fall and spring.

205	Statistics	3 hpw
	An introduction to elementary statistical measures, statistical inference, hypothesis testing, probability models, analysis of variance, regression and correlation. Students with limited mathematical confidence are advised to take Math 113 before Math 205. Prerequisite: two years of high school algebra. Offered each spring.	
221	Linear Algebra	4 hpw
	A study of vector spaces, linear independence, linear transformations, the dot product in \mathbb{R}^n , matrices of linear transformations. Prerequisite: Math 121 or permission of instructor. Offered each fall.	
223	Multivariable Calculus	4 hpw
	The algebra of n -space, functions of several variables and their derivatives, directional derivatives, chain rules, extrema problems, multiple integrals, an introduction to line integrals, and Green's Theorem. Prerequisite: Math 122.	
240	Point-Set Topology	3 hpw
	An introduction to point-set topology including the basic properties of continuous functions in relation to compactness and connectedness. Prerequisite: Math 223.	
330	Geometry	3 hpw
	A re-examination of geometry from a modern axiomatic viewpoint. The essential content of this course is Euclidean geometry. Prerequisite: permission of the instructor.	
340	Ordinary Differential Equations	3 hpw
	General and special methods for the solution of linear differential equations and some special nonlinear ones together with existence and uniqueness theory for first order nonlinear equations including the Cauchy Euler method. The computer may be used to aid in calculations necessary for approximate solutions. Prerequisite: Math 223.	
351	Numerical Analysis	3 hpw
	Numerical methods are developed for the following topics: integration, solutions of differential equations, linear algebra, matrix inversion, estimation of characteristic roots, error propagation and stability. Oriented toward machine computation. Prerequisites: Math 122 and 221.	
361, 362	Introductory Real Variable Theory	3 hpw
	The real number system, set theory, countability of the rationals and uncountability of the reals, Euclidean spaces, Bolzano-Weierstrass and Heine-Borel Theorems, metric spaces, completeness,	

continuity, differentiation, the integral series of complex numbers, series of functions and series expansions are investigated. Prerequisite for Math 361: Math 223. Prerequisite for Math 362: Math 361.

471, 472 Algebraic Structures

3 hpw

An introduction to the basic algebraic structures of groups, rings and fields. Prerequisite for 471: Permission of instructor. Prerequisite for 472: Math 471.

190, 290 Special Studies in Mathematics

390, 490

3 hpw

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research. Topics will vary from year to year. Typical topics: foundations of mathematics, complex analysis, number theory, topology, applied mathematics. Prerequisite: Permission of the instructor.

199, 299 Guided Independent Study in Mathematics

399, 499

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted for division approval on the proper forms. The level of work will be indicated by the course number.

MATHEMATICS EDUCATION*

207 The Real Number System and Its Subsystems

3 hpw

An axiomatic study of the real number system is developed through investigation of other systems of numeration, the natural numbers, integers, rationals and irrationals. Emphasis will be on underlying concepts and techniques. This course is especially appropriate for elementary education majors. Students who enroll in this course should have had a year each of high school algebra and geometry. Offered each fall.

208 Structures of Algebra and Geometry

3 hpw

The fundamental structures of elementary algebra and geometry are studied. Various algebraic and geometric systems are investigated. Students will gain experience in developing abstractions, logical deductions, and applications. This course is especially appropriate for elementary education majors. Prerequisite: Math 207.

313 The Teaching of Mathematics

3 hpw

A study of the principles and objectives of secondary mathematics, general and specific techniques, organization of content and enrichment material including the history of mathematics. Prerequisite: permission of instructor. Offered each spring.

*Courses under this heading do not count toward mathematics major requirements.

MATHEMATICS COURSES FOR SUPPORT OF OTHER DISCIPLINES

- 113 Mathematics for the Social and Behavioral Sciences 3 hpw**
A foundation course with special emphasis on preparation for statistics. Topics include matrices, solutions of linear systems, inequalities, linear programming, and probability.
- 114 Mathematics for the Social and Behavioral Sciences 3 hpw**
A continuation of Math 113 including an introduction to the following topics: sequences, probability, statistical measures, and elementary calculus.

COMPUTER SCIENCE

Associate Professor Rolland; Mr. Haluska

- 201 Introduction to Discrete Structures 3 hpw**
Review of set algebra including mappings and relations. Elements of the theory of directed and undirected graphs. Algebraic structures including semigroups and groups. Boolean algebra and propositional logic. Prerequisite: STMS, Math 121.
- 202 Programming Languages 3 hpw**
Formal definition of programming languages including specification of syntax and semantics. Simple statements including precedence, infix, prefix, and postfix notation. Global properties of algorithmic languages including scope of declarations, storage allocation, grouping of statements, binding time of constituents, subroutines, coroutines, and tasks. List processing, string manipulation, data description, and simulation languages. Run-time representation of program and data structures. Prerequisite: CS 201.
- 301 Data Structures 3 hpw**
Basic concepts of data. Linear lists, strings, arrays and orthogonal lists. Representation of trees and graphs. Storage systems and structures, and storage allocation and collection. Multi-linked structures. Symbol tables and searching techniques. Sorting (ordering) techniques. Formal specification of data structures, data structures in programming languages, and generalized data management systems. Prerequisite: CS 202.
- 302 Systems Programming (Operating Systems) 3 hpw**
Review of batch process systems programs, their components, operating characteristics, user services and their limitations. Implementation techniques for parallel processing of input-output and interrupt handling. Overall structure of multiprogramming systems on multiprocessor hardware configurations. Details on addressing techniques, core management, file system design and manage-

ment, system accounting, and other user-related services. Traffic control, interprocess communication, design of system modules and interfaces. System updating, documentation and operation. Prerequisite: CS 301.

PHYSICS

Associate Professors Barnes, Rolland

201, 202 General Physics

6 hpw

Basic concepts in the classical fields of mechanics, heat, sound, light, electricity and magnetism, including introduction to modern physics. Lecture: 3 hpw; laboratory: 1 three-hour. Prerequisite: Math 121. Offered each fall and spring.

305 Analytical Mechanics

6 hpw

Development of new mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies, harmonic oscillator, and introductory LaGrangian and Hamiltonian mechanics. Lecture: 3 hpw; Prerequisites: Physics 201, Math 122.

306, 307 Waves and Electromagnetic Fields

6 hpw

Classical analysis of periodic phenomena leads into the treatment of the electromagnetic field by Maxwell's equations. Systems treated include electro- and magnetostatics, electromagnetic waves and their interaction with matter, and radiation. Lecture: 3 hpw; Prerequisites: Physics 202, 305, Math 223.

405 Quantum Mechanics

4 hpw

An introduction to the fundamentals of quantum mechanics examining the wave function, wave equation, operators, representations and perturbation theory. These tools will be applied to relatively simple systems such as the harmonic oscillator and the hydrogen atom. Lecture: 4 hpw. Prerequisites: Math 223 and Physics 307.

190, 290 Special Studies in Physics

390, 490

This course, initiated by the professor, provides opportunity for small classes to do intensive study and research in some special field of physics under faculty direction. Topics will vary from year to year. The level of work will be indicated by the course number.

199, 299 Guided Independent Study in Physics

399, 499

This course, initiated by the student, provides opportunity for independent study on a special project. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number.

THE DIVISION OF ART, MUSIC, AND THEATRE

Chairman: Associate Professor Arthur McDonald

The Division of Art, Music, and Theatre offers programs of study for students interested in professional and educational careers in art, music, or theatre.

Majors offered: Bachelor of Music with a major in church music, music education, organ, piano or voice;

Bachelor of Arts with a major in music or in fine arts (concentration in art or theatre).

ART

Assistant Professors Myers, Mark Smith

The minimum requirements for a fine arts major with an emphasis in art consists of the following courses: Art 111, 112, 114, 250, 350, 490, three additional courses in the studio areas, one course in theatre, and Music 251.

Each major is also required to participate in a special exhibition of his work at the end of his senior year.

111 Introduction to the Visual Arts

A foundation course which coordinates the development of analytic and appreciative skills with an orientation to the expressive use of formal elements in studio practice. Concepts and themes presented in a topical survey of art history will be explored further in a series of studio exercises and problems dealing with the visual and psychological properties of form. Lecture discussion: 2 hours; studio: 4 hours. Offered fall term. Open to freshmen and non-majors.

112 Basic Design

A systematic analysis of the formal and physical components of the visual arts, including an examination of form and space, color, line, shape, texture, and movement. The aesthetic and structural properties of a variety of materials will be investigated. Six studio hours. Offered spring term. Open to freshmen and non-majors.

113 Elements of Three-Dimensional Expression

This course will explore the various methods, tools and ideas used in the creation of sculpture. Through regular assignments the student will learn how to conceptualize and manipulate sculptural space. A variety of basic materials will be used. Six studio hours.

114 Drawing and Composition

A basic course in the graphic language of visualization and perception, stressing the descriptive, interpretive, and analytic functions of line, light and shade, and perspective. Six studio hours.

- 200 Introduction to Art History**
An esthetic, cultural, and historical study of basic art forms and styles (sculpture, painting, and architecture) from the Neolithic Age to the present. (Offered only as a component of Christianity and Culture 201-202.)
- 211 Painting I**
An introduction to the problems and principles of composition and color organization, and to the technical procedures and manipulations appropriate to the painting medium. Prerequisites: Art 111 and Art 112 or 114, or consent of instructor. Six studio hours.
- 212 Relief and Planographic Printmaking**
An introduction to the techniques of woodcut, linoleum cut, relief collograph, and silk screen printmaking. The particular problems of conceptualization, drawing, color organization, and subject interpretation will be given special consideration as they apply to the printmaker's art. Prerequisites: Art 111, Art 112 or 114, or consent of instructor. Offered fall term. Six studio hours.
- 213 Intermediate Sculpture**
A studio course engaged in the application of basic sculptural knowledge to complete realization in a variety of materials. Modeling, casting, carving will be emphasized. Prerequisite: Art 113 or consent of instructor. Six studio hours.
- 214 Figure Drawing**
A thorough study of the human figure in terms of its muscle, bone, and proportional configuration. A penetrating analysis of the parts of the figure as well as the total unity of the figure will be stressed. Offered spring term. Prerequisite: Art 114 or consent of instructor. Six laboratory hours per week.
- 250 History of Art: Before Industrialization**
A survey of the broad variety of expression in the visual arts from prehistoric times, through Western and non-Western, primitive and sophisticated cultures, until the revolutionary age of the nineteenth century.
- 311 Painting II**
A continuation of 211 centering on the development of individual and original approaches to the expressive possibilities of the medium. Spring term. Prerequisite: Art 211. Six studio hours per week.
- 312 Intaglio Printmaking**
An introduction to processes of collography, engraving, etching, and drypoint, plate preparation, and proofing on the intaglio press. Attention will be given drawing and composition as a source of original ideas to be enriched through the print medium, and to

the print as an autonomous mode of graphic expression. Prerequisites: Art 111 and Art 112 or 114.

313 Advanced Sculpture

A continuation of Art 213 in which the student may learn more elaborate techniques, i.e., welding, plastics and resins, kinetic sculpture, and environmental construction, or may also pursue media previously experienced to a greater depth and understanding. Prerequisites: Art 113 and 213 or consent of instructor. Six studio hours per week.

314 Advanced Drawing

Emphasis on original solutions to descriptive and imaginative drawing problems in various media. Prerequisite: Art 214 or consent of instructor. Six studio hours per week.

315 Advanced Design

An exploration of advanced techniques of design both in theory and application. In the latter aspect, emphasis will be given to problems requiring both practical and aesthetic solutions. Prerequisite: Art 112. Six laboratory hours. Not considered a studio course.

321 Art in the Elementary School

A course designed to meet the needs of elementary teachers. A study of studio methods applicable to the elementary grades, and a survey of recent thinking with regard to art programs at that level. Combined lecture and laboratory.

350 History of Art: The Modern Era

An analysis of the movements which have developed in Western art since the mid-nineteenth century. Attention will be given to understanding this period relative to the demands of the contemporary artist.

490 Special Studies in Art

An independent project or projects based on skills and insights gained in previous studio work. The medium or media are student selected. Offered once a year for art majors in their senior year. Six studio hours.

MUSIC

*Chairman: Professor Cobb; Professors Rogers, Horn; Associate Professor Williams; Assistant Professors Barlow, Weimer**

Requirements for entrance and graduation conform to the standards of the National Association of Schools of Music, of which the music program is an institutional member.

* On leave, 1973-74.

Auditions

All applicants for a major in music must audition for the music faculty on campus or, if absolutely necessary, by tape during the year preceding entrance to the College. Audition dates and specific requirements for the auditions may be obtained by writing the chairman of the music program.

Major Requirements for Bachelor of Music

The requirements for all B.M. major programs are Music 101, 102, 201, 202, 301, 302, 304, 401, eight regular terms of a major applied, and an ensemble each term of residence. Christianity and Culture 101-102, 201-202 and four terms of physical education are the portion of the college core program required of B.M. degree majors.

Other B.M. major requirements are as follows: Church music, organ emphasis: Music 351, 353, 355, 453, 454, two terms of secondary piano and four terms of secondary voice, Theatre 203.

Church music, voice emphasis: Music 351, 353, 355, 455, 456, two terms of secondary piano, four terms of secondary organ, Theatre 203, French 111, and German 111.

Music Education: Music 256, 258, 353, 354, sophomore level piano proficiency for instrumental and vocal emphasis, four terms secondary voice for piano emphasis or two terms secondary voice for instrumental emphasis, Natural Science 101, 102, Psychology 303, Education 312, 315, 400, and 420.

Organ: Music 351, 453, 454, 490, and intermediate level of either French or German, and two terms of piano.

Piano: Music 451, 452, and 490.

Voice: Music 455, 456, 490, sophomore level piano proficiency, Theatre 203, French 111, and German 111.

Major Requirements for Bachelor of Arts

The requirements for a Bachelor of Arts degree with a major in music are the full college core program, Music 101, 102, 201, 202, 301, 302, 401, 490, six terms of a major applied area, and an ensemble each year of residence.

Recitals and Public Performance

Music students are encouraged to give public performances contingent upon the student's musical development. A music major must obtain permission from his applied teacher for all public performances, solo or ensemble.

Each week, a laboratory-recital is held in which all students studying music are given an opportunity to gain experience in public performance. Except for first-term freshmen, music majors are required to perform in at least one of these recitals each term in each applied area studied.

All students who expect to receive a Bachelor of Music degree are required to give a recital in the senior year. Church music, organ, piano, and voice majors normally will be expected to give a half-recital in the junior year at the discretion of the applied teacher. As in the case of any solo performance sponsored by the Division of Art, Music, and Theatre, a student must pass a jury exam given for the entire music faculty at least one month prior to the recital date.

Recital Attendance Requirements

Regular attendance at recitals and concerts sponsored or endorsed by the Division of Art, Music, and Theatre is considered an integral part of applied music study and will be required of all music majors. When absences from recitals and concerts indicate a serious lack of commitment to music performance, the student will be involuntarily withdrawn from his applied study after a formal warning from the Dean of the College.

GENERAL MUSIC COURSES

The following courses are especially designed for students not majoring in music. Non-majors are also welcome to study applied music for course credit or audit. Voice Class, Woodwind and String Methods, Brass and Percussion Methods and Ensembles carry no special fee, but all private lessons in organ, piano, voice or orchestra instruments are subject to the special fee schedule published in the "costs and quality" section of this catalog. Students enrolling in private lessons must contact the instructor prior to registration. All other music courses are open to all students with permission of the instructor.

100 Music Fundamentals, Class Piano and Guitar 4 hpw

This course is designed for the non-music major who wishes to gain an understanding of the basic fundamentals of music theory and the application of this knowledge in performing skills in piano and guitar. The course may serve as preparation for further study in music such as upper level history, theory, or literature courses, or private lessons in voice or instruments, as reinforcement for students, in teacher training programs, as a means of strengthening the background of music students with deficiencies, and in other ways.

251 The Enjoyment of Music (Music Appreciation) 4 hpw

A basic course in the development of perception in listening to music for enjoyment; designed for the non-music major.

253, 254 Voice Class 3 hpw

A basic course in vocal development and musicianship for non-music majors and beginning students in voice.

- 351 Music in Worship 4 hpw**
 A study of the involvement of music in the Christian service of worship and total program of the local church, including examination of traditional liturgies and contemporary developments. Of primary concern is the development of a philosophy of music in worship.

STUDIES IN THE STRUCTURE AND STYLES OF MUSIC

Studies in the Structure and Styles of Music is a seven-term, interdisciplinary music program required of all music majors. This program combines studies in music theory, including form analysis and counterpoint, orchestration and music history. It is based upon the assumption that, for today's undergraduate, a study of music history must focus on a study of musical styles, and that a study of musical styles must be founded upon an understanding of the structure of music. Drill in ear-training, sightsinging, orchestration, keyboard and written harmony and counterpoint, and opportunities for creative composition are essential aspects of the program. Faculty members who are specialists in the theoretical and stylistic disciplines to be studied and who are skilled in relating these studies to the performing nature of music make up the teaching team for each term of the program.

101, 102 Freshman Year: Fundamentals of the Structure of Music 5 hpw

The establishing of a foundation in music studies through the study of basic properties and notation of rhythm and pitch, tonality, formal characteristics of melody, the combination of melodies in the rudiments of counterpoint, chord structure and function from basic triads through secondary dominants and tonality change (modulation).

201 Sophomore Year, Fall: Structure and Styles of Music in the Baroque Period 5 hpw

Studies in the melodic, harmonic and contrapuntal formal structures from 1600 to 1750, with emphasis on stylistic understanding of major composers from Monteverdi and Schuetz through J. S. Bach and Handel.

202 Sophomore Year, Spring: Structure and Styles of Music in the Classic Period 5 hpw

Studies in the melodic, harmonic and fixed form structures of the pre-classic and classic periods, with emphasis on stylistic understanding of the major composers, including K.P.E. Bach, Stamitz, Mozart, Haydn and early Beethoven.

301 Junior Year, Fall: Structure and Styles of Music in the 19th Century 5 hpw

Studies in the melodic, harmonic and large form structures of the

romantic period from late Beethoven through Debussy, with emphasis on stylistic understanding of major composers including Schubert and Schumann, Chopin and Liszt, Verdi and Wagner, Berlioz and Rimsky-Korsakov.

302 Junior Year, Spring: Structure and Styles of Music in the 20th Century 5 hpw

Studies in the melodic, harmonic and other formal structures from 1917 to the present, with emphasis on understanding of the stylistic developments of neo-romanticism in Richard Strauss and Milhaud, neo-classicism in Hindemith, duo-decaponic music in Schoenberg, Berg and Webern, folk-influence in Bartok and Vaughan-Williams, American nationalism in Copland, eclecticism in Stravinsky, and electronic experimentation by Cage, Babbitt, Foss, Stockhausen and others.

401 Senior Year, Fall: Structure and Styles of Music in the Medieval Period and Renaissance 5 hpw

Studies in the melodic and contrapuntal forms of music from Gregorian Chant and organum through the 16th century motet and madrigal. Offered annually beginning fall, 1974.

MUSIC EDUCATION

256 Woodwind and String Methods 4 hpw

A course designed to give students a working knowledge of woodwinds and strings and of the methods and materials for teaching beginners. Open to all students.

258 Brass and Percussion Methods 4 hpm

A course designed to give students a working knowledge of brass and percussion instruments and of the methods and materials for teaching beginners. Open to all students.

353 Music in the Elementary School 5 hpw

A study of the fundamentals of music and the methods and materials for teaching music in the elementary school classroom. This course is designed for music education majors and for elementary education majors in accordance with the requirements of the state of North Carolina. The class will organize into sections according to musical development, working together at least one meeting per week in examination of current classroom materials.

354 Music in the Secondary School 4 hpw

A study of the methods and materials of music in the junior and senior high school. Emphasis also given to instrumental and choral conducting and rehearsal techniques for the secondary school.

MUSIC PEDAGOGY AND REPERTOIRE

- 304 Choral Conducting and Methods 3 hpw**
A study of basic conducting techniques and of choral development and rehearsal techniques. Required of all B.M. music majors.
- 355 Choral Literature 4 hpw**
A study of sacred and secular choral literature from the Renaissance through the 20th century.
- 451, 452 Piano Literature and Pedagogy 4 hpw**
A study of the materials and methods of piano literature and teaching techniques. Lectures on materials and supervised practice teaching.
- 453 Organ Literature and Pedagogy 4 hpw**
A general survey of the history, construction, and literature of the organ. Special emphasis is placed on registration, modern teaching materials, and the organ music of J. S. Bach.
- 454 Service Playing 4 hpw**
The organization and performance of the church service from the organist's point of view. Special attention is given to hymn playing, modulation, simple improvisation, the accompaniment of anthems and sacred solos, and the planning of the service as a complete unity.
- 455, 456 Voice Pedagogy and Literature 3 hpw**
A study of the methods of solo voice teaching techniques for studio and class teaching, and a study of solo voice literature from Elizabethan song through the 20th century.
- 490 Special Studies in Music**
An opportunity for individual or seminar intensive study in a particular area of interest to the student in church music, composition, music history, music theory, pedagogy or repertoire. Required of all music majors except in music education.

APPLIED MUSIC

Applied music study is open to all students of the college at the special fee scale listed in the "costs and quality" section of this catalog. All applied study during a term will count as one course credit for that term. When two applied areas are studied concurrently, the first area listed will be the major and the second area the secondary applied.

Credit in applied music is granted by examination at the end of each term with the minimum standard of performance determined by

the applied music faculty. Non-majors wishing to receive one course credit for applied study must register for an hour lesson per week. Non-majors wishing to enroll in applied music for no credit may register for either an hour or a half-hour lesson per week. No examination is required if enrolled for no credit. Non-majors are expected to consult with the applied teacher prior to enrollment.

- 0 Preparatory (non-credit)
- 1 first year of primary study
- 2 second year of primary study
- 3 third year of primary study
- 4 fourth year of primary study

Numerals 0-4, above, designate achievement level. They are used in combination with two-digit listing below to indicate the achievement level in applied music; e.g., first year piano study is 111, 112; second year piano study is 211, 212.

- | | |
|--------------------------|---|
| ___11, ___12 Piano | ___15, ___16 Piano-Voice |
| ___13, ___14 Piano-Organ | ___17, ___18 Piano-Orchestra Instrument |

All students enrolled in 111-118 for credit will meet for piano ensemble each week. All students with piano emphasis will meet piano class weekly.

- | | |
|--------------------------|---|
| ___21, ___22 Organ | ___25, ___26 Organ-Voice |
| ___23, ___24 Organ-Piano | ___27, ___28 Organ-Orchestra Instrument |
| ___31, ___32 Voice | ___35, ___36 Voice-Organ |
| ___33, ___34 Voice-Piano | ___37, ___38 Voice-Orchestra Instrument |

All students enrolled in 131-138 for credit will meet an additional two hours per week for the study of voice diction: phonetics and their use in pronunciation of Italian, German, and French vocal literature.

- ___41, ___42 Orchestra Instrument
- ___43, ___44 Orchestra Instrument-Piano
- ___45, ___46 Orchestra Instrument-Organ
- ___47, ___48 Orchestra Instrument-Voice

ENSEMBLES

All ensembles are open to all students of the College. Students enrolled in performing organizations are required to participate in all performances of such organizations. Offered each fall and spring term, ensembles carry one course credit upon completion of four terms of ensemble work.

051 Choral Ensembles

Students wishing to enroll in a choral ensemble must have an interview with the director of choral music, who will assign the student to an appropriate ensemble.

St. Andrews College Choir**4 hpw**

The St. Andrews College Choir has achieved high distinction for its musicianship and professional conduct on its annual tours of the United States and its tour of Great Britain in 1971. Membership is usually composed of about 50 percent non-music majors and 50 percent music majors. All students admitted to membership are expected to enroll for the fall and spring terms of the academic year and are expected to maintain a minimum cumulative grade average of 2.0.

St. Andrews Chorale**4 hpw**

The St. Andrews Chorale prepares at least two major chorale works each year. Ordinarily, students will be expected to sing with the Chorale before becoming members of the College Choir.

St. Andrews Chamber Singers**3 hpw**

A small vocal ensemble specializing in the performance of Renaissance and Contemporary vocal chamber music. Performances given on and off campus throughout the year. Non-credit.

052 Instrumental Ensembles**4 hpw**

Students wishing to enroll in an instrumental ensemble must do so through the instructor of instrumental music, who will assign the student to an appropriate ensemble.

St. Andrews College Band**4 hpw****St. Andrews Brass Ensemble****(non-credit) 3 hpw****054 Music Theatre****2 hpw**

Music Theatre is an ensemble course in which students study and prepare for performance scenes from opera and other music theatre. The course utilizes the close relationship of the music and theatre programs within the Division of Art, Music, and Theatre through consultation, guest lecturing, and use of equipment.

THEATRE

Associate Professor McDonald; Assistant Professor Narramore

The fine arts major with an emphasis in theatre includes the following major requirements: nine Theatre courses (201 or 202, 203, 205, 301, 302, 306, 404, 490, and one elective), Music 251, and one course in art.

101 Introduction to the Theatre**3 hpw**

The course outline will follow the evolution of a play from playwright to performance. There will be an introduction to dramatic literature as well as to materials related to theatre production. The course will make use of films and studio demonstrations.

- 201 Fundamentals of Speech 3 hpw**
A basic introduction to the study of voice and diction, oral interpretation and public speaking.
- 202 Oral Interpretation 3 hpw**
An introduction to problems of oral communication with laboratory work in individual projects and readers' theatre.
- 203 Acting I 3 hpw**
A basic course that explores acting techniques through laboratory exercises, demonstrations, and public performances.
- 204 Acting II 4 hpw**
Projects and performances of one-act plays and scenes from longer plays.
- 205 Technical Theatre 4 hpw**
An introduction to the areas of technical theatre: set construction, costumes, lighting, and properties. Lectures and laboratory.
- 301 Theatre History and Literature I 4 hpw**
History of the theatre and dramatic literature from the Greeks to the 18th century.
- 302 Theatre History and Literature II 4 hpw**
History of the theatre and dramatic literature from the Romantics to the contemporary theatre.
- 306 Scene Design and Lighting 4 hpw**
A study of the techniques and principles of design. Designing for the proscenium and open stage will be considered.
- 307 A History of the Motion Picture 4 hpw**
A basic introduction to the history of the modern picture with emphasis on the development of techniques of film making. Lectures, film showings, and laboratory.
- 308 Filmmaking 4 hpw**
A basic introduction to the techniques of filmmaking including scripting, motion picture photography, editing, sound recording and lighting. The student will furnish his own film and recording tape. Lecture, discussion and laboratory work.
- 404 Directing 4 hpw**
Methods and theories of play direction are examined through lectures and experiments. Each student will produce a one-act play as a term project.
- 490 Special Studies in Theatre History or Dramatic Literature**
Research projects with approval of instructor.
- 199, 299 Guided Independent Study in Theatre Arts**
- 399, 499 Opportunity for majors to pursue areas of special interest.**

THE DIVISION OF RELIGION AND PHILOSOPHY

Chairman: Professor Alexander

Two majors are offered: Religion, and religion and philosophy. Requirements for the major in religion include ten religion courses in addition to the Christianity and Culture program; for the major in religion and philosophy, ten courses in religion or philosophy with a minimum of three courses in each in addition to the Christianity and Culture program and including a course in logic. A course in mathematics or a course in computer science may be substituted for the logic course with division approval. Students who do graduate work in fields related to the division often find a knowledge of French or German necessary and valuable. For this reason we recommend that undergraduate majors in the division seriously consider studying a foreign language, but such study is not a general requirement for this major.

RELIGION

Professors Alexander, Bullock; Associate Professors Crossley, Doubles, Hix.

Religion 101-102 is the prerequisite for all other religion courses, except as noted.

101 Survey of the Old Testament

A study of the major developments in the faith and life of the Hebrew people from the Exodus through the post-exilic period in the Old Testament documents. (Offered only as a component of Christianity and Culture 101.)

102 Survey of the New Testament

A study of the faith and life of the Christian church in the New Testament documents, emphasizing the origins and growth of the Christian community. (Offered only as a component of Christianity and Culture 102.)

103 Introduction to the Study of Religion 3 hpw

An introduction to religion in terms of problems and data usually described as "religious." This course will introduce students to the major areas of the studies of religion.

204 The Synoptic Gospels 3 hpw

An analysis of the structure and key ideas of Matthew, Mark, and Luke. Special attention is given to the problem of historicity, and to the concept of the Kingdom of God and its relevance to contemporary life. No prerequisite.

205 Literary Interpretation 3 hpw

This course introduces students to methods for determining what an author actually wrote, what sources he drew on, and the signifi-

- cance of the literary forms he used. Part of the course will involve the use of the computer for linguistic and literary analysis. Prerequisites: Selected Topics in Modern Science 101-102, Christianity and Culture 101-102.
- 209 Studies in Judaism 3 hpw**
A study of the development of Jewish faith and tradition from the time of Ezra to the present, with emphasis on Judaism in the modern world. Offered in alternate years, fall term. (Also offered as Philosophy 209.)
- 211 Studies in Islam 3 hpw**
A study of the development of Islamic faith and tradition from the time of Muhammad to the present, with special emphasis on Islam in the modern world. Offered in alternate years, fall term. (Also offered as Philosophy 211.)
- 221 Politics and Religion in American Life 3 hpw**
An analysis of the interaction of politics and religion in shaping the American tradition and an investigation of such contemporary issues as religion and civil rights, church-state relations, and the role of organized religion in political action. No prerequisite. Offered in alternate years.
- 303 Paul 4 hpw**
A study of the major ideas of the apostle Paul as these are found in his letters. Particular emphasis will be placed on the doctrines of God, man, and salvation. Offered in alternate years.
- 304 The Biblical Prophets 4 hpw**
An examination of the roots and development of the concern of Biblical religious faith with society. This course places heavy emphasis upon the Old Testament prophets. A knowledge of French or German will be helpful. Offered in alternate years.
- 306 American Religious Thought 4 hpw**
An investigation of selected movements, men, and ideas that have contributed significantly to the development of American religious traditions. Offered in alternate years.
- 310 Studies in Hinduism 4 hpw**
An investigation of selected areas of the Hindu tradition, with emphasis on Hindu responses to intellectual and institutional changes in the modern world. Offered in alternate years, spring term. (Also offered as Philosophy 310.)
- 312 Studies in Buddhism 4 hpw**
An investigation of the development of the Buddhist tradition in the cultural settings of India, Southeast Asia, China, and Japan. Offered in alternate years, spring term. (Also offered as Philosophy 312.)

401 Modern Christian Thought 4 hpw

A survey of contemporary trends in Christian thought. The works of such leading 20th century theologians as Barth, Brunner, Bultmann, Niebuhr, Tillich, and Bonhoeffer are studied. The place of the "death of God" theologians is also considered.

402 Christian Social Ethics and Contemporary Issues 4 hpw

An investigation of the presuppositions of Christian faith and its applications to life. Possible areas of treatment: the new morality and social conscience; work and leisure; affluence and poverty; modern social forces of urbanism, industrialism, secularism; the church and power structures; and race and the Christian conscience.

405 The Fourth Gospel 4 hpw

A study of the major themes in the Gospel according to John with special emphasis on the author's adaptation to the cultural changes faced by the church in the Hellenistic world. Attention is also given to the first letter of John. Offered in alternate years.

406 The Roots of Christianity 4 hpw

A study of the thought of the Old Testament and inter-Testament people as it developed, with a particular emphasis upon those elements which reached mature expression in the Christian faith. A working knowledge of French or German will be helpful. Offered in alternate years.

**190, 290 Special Studies in Religion
390, 490**

This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of religion under faculty direction. The level of work will be indicated by the course number used.

**199, 299 Guided Independent Study in Religion
399, 499**

This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.

PHILOSOPHY

Professor Alexander; Associate Professor Crossley; Assistant Professors Ludlow, Prust

Philosophy 201 is the prerequisite for all other courses in philosophy except as noted.

201 Introduction to Philosophy

An introduction to philosophy through selected readings representing Western thought in the context of Greek, Hellenistic,

- Medieval, and modern European cultures. (Offered only as a component of Christianity and Culture 101-102, 201-202.)
- 202 Basic Problems of Philosophy 3 hpw**
A systematic consideration of the basic problems of philosophy, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the difference between right and wrong, the relation between the individual and society.
- 209 Studies in Judaism 3 hpw**
A study of the development of Jewish faith and tradition from the time of Ezra to the present, with emphasis on Judaism in the modern world. Offered in alternate years, fall term. (Also offered as Religion 209.)
- 210 Introduction to Logic 3 hpw**
A study of traditional and Aristotelian logical structures and categories, and an introduction to inductive or inferential processes. Offered alternate years. No prerequisites. Open to freshmen and sophomores.
- 211 Studies in Islam 3 hpw**
A study of the development of Islamic faith and tradition from the time of Muhammad to the present, with special emphasis on Islam in the modern world. Offered in alternate years, fall term. (Also offered as Religion 211.)
- 300 Ethics 4 hpw**
A critical and systematic evaluation of the historical alternatives which confront men today with regard to the meaning of such categories as right and wrong, good and evil, and justice and injustice. Offered alternate years.
- 301 History of Philosophy — Hellenic and Hellenistic 4 hpw**
A study of the major thinkers and movements of the Greek and post-Hellenic world, beginning with the pre-Socratics, the first philosophers in the Western world, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle.
- 302 History of Philosophy — Patristic and Medieval 4 hpw**
A study of philosophy as created by Jewish, Christian, and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contributions of such men as Augustine, Anselm, Averroes, Maimonides, and Thomas Aquinas.
- 303 History of Philosophy — Modern 4 hpw**
A study of the impact of modern science on Western philosophy and the response of major thinkers to changes in views of the world and man. The course concentrates on the major figures from Descartes to Kant.

- 304 History of Philosophy — Recent or Post-Kantian 4 hpw**
 A study of the development of thought from Kant to Hegel and of the varieties of reaction to Hegelianism, including that of Kierkegaard, Nietzsche, and Marx. Some consideration will be given to other 19th century philosophies.
- 309 Aesthetics 4 hpw**
 A critical examination of what men have considered beautiful and perceptually satisfying or pleasing. The course involves an historical study of the norms used to evaluate "the beautiful" as well as a systematic study of the relationship of "the beautiful" to reality, to the beholder, and to the artist. Offered alternate years.
- 310 Studies in Hinduism 4 hpw**
 An investigation of selected areas of the Hindu tradition, with emphasis on Hindu responses to intellectual and institutional changes in the modern world. Offered in alternate years, spring term. (Also offered as Religion 310.)
- 311 Symbolic Logic 4 hpw**
 A study of the modern developments in logic which extend the formal structures to include not only categorical sentences and syllogistic forms but also truth-functional logic and quantificational symbol systems. Offered alternate years.
- 312 Studies in Buddhism 4 hpw**
 An investigation of the development of the Buddhist tradition in the cultural settings of India, Southeast Asia, China, and Japan. Offered in alternate years, spring term. (Also offered as Religion 312.)
- 314 Philosophy of Religion 4 hpw**
 An examination of the nature of religion, its relation to other areas of thought and experience, and its primary expressions in doctrines, worship, and patterns of conviviality. Offered alternate years. No prerequisite.
- 401 The Analytic Tradition 4 hpw**
 An investigation of the various schools of language analysis which have developed in this century. Russell, Wittgenstein, the logical positivists, G. E. Moore, and such contemporary thinkers as Austin, Strawson, and Ryle will be considered.
- 402 Existentialism 4 hpw**
 The philosophy of existence, studied through the works of such thinkers as Nietzsche, Sartre, Jaspers, Berdyaev, Ortega, Buber, and Camus. Existentialism in its influence in political theory, literature, and the fine arts is also treated.

- 403 Phenomenology 4 hpw**
 The development of phenomenology from Husserl to contemporary thinkers such as Max Scheler, Maurice Merleau-Ponty, Erwin Straus, Paul Ricoeur, and John Wild.
- 404 American Philosophy 4 hpw**
 An investigation of American contributions to philosophy. Readings drawn from the works of James, Dewey, Peirce, Whitehead, and Royce.
- 406 Advanced Problems in Philosophy 4 hpw**
 A critical examination of current philosophic problems and their historical antecedents, with special attention given to the student's abilities to face these problems creatively and imaginatively. Pre-requisite: Senior standing.
- 190, 290 Special Studies in Philosophy**
390, 490
 This course, initiated by the professor, provides opportunity for small classes to do intensive study or research in some special field of philosophy under faculty direction. The level of work will be indicated by the course number used.
- 199, 299 Guided Independent Study in Philosophy**
399, 499
 This provides for a project initiated by the student. The project must be submitted to the division on the proper forms for approval. The level of work will be indicated by the course number used.





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Julian L. Smith, M.A., Ph.D.

Floyd E. Blackwell, *Director of Physical Education Center*

COLLEGE PHYSICIANS / Hugh M. McArn, Jr., M.D./David A. Williams, M.D.

Billie A. Lane, R.N., *College Nurse*‡

‡ Resigned May 31, 1973.

* Deceased July 16, 1972.

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Ph.D., Director
Elbert Roy Patton, M.S., *Assistant Director*
Lucille Crook Keyton, M.A., *Counselor*

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B.Ph., Emory University
B.D., Columbia Theological Seminary
D.D., Southwestern at Memphis
LL.D., Davidson College

Robert F. Davidson, Dean Emeritus

B.A., Davidson College
M.A., Oxford University
Ph.D., Yale University

Louis C. LaMotte, Professor of Greek and Director of Summer School
Emeritus

B.A., Presbyterian College of South Carolina
M.A., University of South Carolina
B.D., Columbia Theological Seminary
Th.M., Princeton Theological Seminary
Th.D., Union Theological Seminary
D.D., Presbyterian College

James E. Carver, Professor of English Emeritus

B.A., University of Richmond
M.A., University of North Carolina at Chapel Hill
Ph.D., New York University

Carol Robertson, Professor of History Emeritus

B.S., George Peabody College
M.A., Columbia University

Ethel Bateman, Associate Professor of Physical Education Emeritus

B.A., Winthrop College
M.A., Columbia University

Margaret W. Bowen, Associate Professor of Religious Education Emeritus

B.A., Mary Baldwin College
M.A., Columbia University

Floyd E. James, Associate Professor of Mathematics Emeritus

B.A., Hanover College
M.A., University of North Carolina at Chapel Hill

Genevieve M. Neighbors, Associate Professor of Education and Social
Science Emeritus

B.A., Flora Macdonald College
B.A., M.A., University of North Carolina at Chapel Hill

* Deceased March 25, 1973

Gentry W. Wade, Associate Professor of Business and Economics Emeritus
B.S., Oregon State College
M.A., New York University

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 Chairman (1961)
A.B., Davidson College
S.T.M., Harvard Divinity School
Ph.D., Princeton Theological Seminary

Victor C. Arnold, Dean of the College and Professor of History (1971)
B.A., Western Michigan University
M.A., Ph.D., University of Wisconsin

Carl D. Bennett, Professor of English (1959)^o
B.A., M.A., Ph.D., Emory University

Philip Leslie Bullock, Professor of Religion (1948)
B.S., North Texas State College
B.D., Th.M., Th.D., Union Theological Seminary in Virginia

James V. Cobb, Jr., Professor of Music (1972)
B.A., B.M., Southwestern at Memphis
M.A., Boston University
D.M.A., University of Illinois

John P. Daughtrey, Professor of Education and Psychology, Coordinator
 of the Summer School Program, and Chairman of the Teacher Educa-
 tion Program (1956)
B.S., University of Virginia
M.S., University of North Carolina at Chapel Hill
Ed.D., University of Florida

Rodger W. Decker, Dean of Students (1952)
B.A., Hope College
M.A., State University of New York at Albany
Ed.D., Columbia University

Donald J. Hart, President of the College (1969)
B.A., Lake Forest College
M.A., Ph.D., University of Wisconsin

Harry L. Harvin, Professor of History and Politics (1960)
B.A., Wofford College
M.A., Ph.D., Duke University

Herbert A. Horn, Professor of Piano (1963, 1969)
B.M., DePaul University
M.M., D.M.A., University of Southern California

Year in parentheses indicates year joined faculty.

^o On leave of absence, spring term, 1972-73, Division Chairman, September 1, 1973.

- G. Tyler Miller, Jr., Professor of Chemistry and Human Ecology^{°°} (1966)
B.S., Virginia Military Institute
M.S., Ph.D., University of Virginia
- Robert A. Pedigo, Mary Reynolds Babcock Professor of Biology and Division Chairman[‡] (1967)
B.S., Butler University
M.S., Ph.D., Emory University
- Helen Rogers, Professor of Music Theory* (1955)
B.M., Susquehanna University
M.M., Northwestern University
Ph.D., Indiana University
- Alvin H. Smith, Professor of Psychology and Division Chairman (1965)
B.A., M.Ed., Ph.D., University of Missouri
- Julian L. Smith, Professor of Physical Education (1972)
A.B., M.A., University of North Carolina at Chapel Hill
Ph.D., Ohio State University
- W. D. White, Professor of English and Religion and Division Chairman (1965)
B.A., M.A., Baylor University
Ph.D., University of Texas (English)
M.A., Ph.D., Princeton University (Religion)
- William V. Wilmot, Jr., Professor of Business and Economics (1972)
A.B., A.M., Syracuse University
Ph.D., University of Wisconsin

ASSOCIATE PROFESSORS

- Donald G. Barnes, Associate Professor of Chemistry and Physics and Division Chairman[‡] (1967)
B.A., College of Wooster
Ph.D., Florida State University
- Ronald H. Bayes, Writer in Residence and Associate Professor of English (1968)
B.S., M.S., Eastern Oregon College
University of Pennsylvania, 1959-60
- Margaret W. Bennett, Serials Librarian and Cataloger (1961)[°]
B.A., Valdosta State College
A.B. in L.S., Emory University
- Julian M. Davis, Business Manager and Associate Professor of Business Administration (1972)
B.S., Georgia Institute of Technology
C.P.A., State of Georgia
Ed.D., University of Florida

^{°°} On leave of absence, 1972-73.

[‡] Resigned, December 31, 1972.

* On leave of absence, Winter & Spring Terms, 1973-74.

[†] Division Chairman, January 1, 1973.

[°] On leave of absence, Spring Term, 1972-73.

Malcolm C. Doubles, Associate Professor of Religion (1965)

B.A., Davidson College

B.D., Union Theological Seminary in Virginia

Ph.D., University of St. Andrews, Scotland

J. Rodney Fulcher, Associate Professor of History* (1962)

B.A., Duke University

M.A., Ph.D., Princeton University

Carl W. Geffert, Associate Professor of German and Coordinator of Winter Term and off-campus projects (1963)

B.A., University of Virginia

M.A., University of California

Douglas W. Hix, Associate Professor of Christian Thought and Director of the Christianity and Culture Program (1968)

B.A., Davidson College

B.D., Columbia Theological Seminary

Ph.D., Duke University

Elizabeth A. Holmes, Associate Librarian (1966)

B.A., M.A. in L.S., Florida State University

James D. J. Holmes, Associate Professor of Business Administration (1969)

B.S., M.S., University of Alabama

C.P.A., State of Mississippi

Charles W. Joyner, Associate Professor of History (1966)

B.A., Presbyterian College of South Carolina

M.A., Ph.D., University of South Carolina

William W. Kitchin, Associate Professor of Sociology and Director of Core Program in Social and Behavioral Sciences (1971)

B.A., Washington and Lee University

M.Ed., College of William and Mary

Ph.D., University of North Carolina at Chapel Hill

Richard J. Lietz, College Librarian (1966)

B.A., Oglethorpe College

M.S., M.S. in L.S., Florida State University

Arthur W. McDonald, Associate Professor of Speech and Theatre and Division Chairman (1962)

B.A., University of Georgia

B.D., Union Theological Seminary in Virginia

M.A., University of North Carolina at Chapel Hill

University of Indiana, 1967-68

Leta W. McIntyre, Associate Professor of Business Education‡ (1942)

B.S., Winthrop College

M.Ed., University of North Carolina at Greensboro

* On leave of absence, Spring Term, 1973-74.

‡ Retired May 31, 1973.

- David A. McLean, Associate Professor of Anthropology (1962)
B.A., Davidson College
B.D., Union Theological Seminary in Virginia
M.A., Ph.D., University of Witwatersrand
- Stuart A. Marks, Associate Professor of Anthropology** (1970)
B.S., North Carolina State University
M.S., Ph.D., Michigan State University
- George E. Melton, Associate Professor of History and Division Chairman (1968)
B.S., Davidson College
M.A., Ph.D., University of North Carolina at Chapel Hill
- William H. Morgan, Associate Professor of Mathematics (1961, 1970)
B.S., Appalachian State University
M.Ed., University of North Carolina at Chapel Hill
Ed.D., University of Georgia
- Catharine E. Neylans, Associate Professor of French° (1958)
B.A., Wesleyan College
M.A., Ph.D., University of North Carolina at Chapel Hill
- Donald G. Paxton, Associate Professor of Business and Economics (1972)
B.S., M.S., Oklahoma State University
Ph.D., Tulane University
- Gregory M. Posnick, Associate Professor of Psychology‡ (1971)
B.A., Queens College, New York
Ph.D., Duke University
- William W. Rolland, Associate Professor of Computer Science and Director of the Computer Center (1968)
B.A., King College
Ph.D., Duke University
- William H. Somerville, Associate Professor of Mathematics (1971)
B.A., King College
Ph.D., University of North Carolina at Chapel Hill
- Alfred E. Thomas, Director of the Guidance Center and Associate Professor of Psychology†† (1970)
B.A., Davidson College
B.D., Union Theological Seminary in Virginia
Ph.D., University of North Carolina at Chapel Hill
- David E. Wetmore, Associate Professor of Chemistry (1967)
B.A., Park College
M.A., University of Kansas
Ph.D., Texas A & M University

** On leave of absence, Fall Term, 1973-74.

° On leave of absence, 1972-73.

‡ Resigned May 31, 1973.

†† Part time.

John E. Williams, Associate Professor of Organ (1951)
B.M., Oberlin Conservatory of Music
M.M., University of Michigan

ASSISTANT PROFESSORS

Arthur L. Applegate, Assistant Professor of Biology (1970)
B.S., Wake Forest University
M.S., University of South Carolina
Ph.D., Emory University

Edwin L. Barlow, Assistant Professor of Voice (1971)
B.A., Pfeiffer College
M.M., University of Southern California

Aaron Earl Blair, Assistant Professor of Biology (1970)
B.A., Kansas Wesleyan University
M.S., Ph.D., North Carolina State University

Monique H. Brockmann, Assistant Professor of French (1970)
Baccalaureat, Lycée Camille Sée, Paris
M.A., University of North Carolina at Chapel Hill

Cornelius Bushoven, III, Assistant Professor of Politics (1969)
A.B., Davidson College
M.A., Ph.D., Duke University

John C. Clausz, Assistant Professor of Biology (1969)
B.A., Ohio Wesleyan University
M.A., Ph.D., University of North Carolina at Chapel Hill

Ronald C. Crossley, Assistant Professor of Religion† (1968)
B.A., Samford University
B.D., Southern Baptist Theological Seminary
Ph.D., Duke University

George L. Fouke, Assistant Professor of Politics (1969)
B.A., Lafayette College
M.A., University of Pennsylvania
Ph.D., University of Colorado

Jeffrey T. Gross, Assistant Professor of English (1969)
A.B., University of Chicago
M.A., University of Virginia

Betty S. Johnson, Assistant Professor of Sociology†† (1962)
B.A., Valdosta State College
M.A., University of North Carolina at Chapel Hill

F. Whitney Jones, Assistant Professor of English (1971)
B.A., Hamilton College
Ph.D., University of North Carolina at Chapel Hill

† To Associate Professor, September 1, 1973.

†† Part time.

- Lois Lietz, Reference Librarian (1967)
B.A., Agnes Scott College
M.A., University of Virginia
M.S. in L.S., University of North Carolina at Chapel Hill
- David R. Lively, Assistant Professor of Spanish‡ (1971)
B.A., M.A., Stephen F. Austin State University
University of Kentucky, 1966-71
- Ilia M. Lively, Assistant Professor of Spanish‡ (1971)
B.A., M.A.T., University of Florida
University of Kentucky, 1966-71
- Luther Spencer Ludlow, Jr., Assistant Professor of Philosophy (1962)
B.A., Mercer University
M.Div., Union Theological Seminary in New York
Duke University, 1960-62
- Derek S. Myers, Assistant Professor of Art (1970)
B.A., Knox College
M.A., M.F.A., University of Iowa
- W. D. Narramore, Jr., Assistant Professor of Speech and Theatre (1966)
B.A., Austin College
M.F.A., University of Texas
Florida State University, 1970-71
- William E. Pauley, Jr., Registrar and Assistant Professor of American Studies (1972)
B.A., Hampden-Sydney College
B.D., Union Theological Seminary in Virginia
Emory University, 1966-69
- Richard C. Prust, Assistant Professor of Philosophy (1967)
B.A., University of Wisconsin
B.D., Yale University
Ph.D., Duke University
- David P. Schenck, Assistant Professor of French (1971)
B.A., Ripon College
M.A., University of North Carolina at Chapel Hill
Ph.D., Pennsylvania State University
- Mary Jane Schenck, Assistant Professor of French†† (1972)
B.A., Florida Presbyterian College
M.A., University of North Carolina at Chapel Hill
1968-70 Pennsylvania State University
- Lawrence E. Schulz, Assistant Professor of Politics (1971)
B.A., Redlands College
M.A., Claremont College
- David G. Singleton, Assistant Professor of Mathematics (1966)
B.S., Purdue University
M.A.T., Duke University
Ph.D., Duke University

‡ Resigned May 31, 1973.

†† Part time.

Mark L. Smith, Assistant Professor of Art (1970)

B.F.A., Miami University, Ohio

M.F.A., Bowling Green State University

James F. Stephens, Assistant Professor of Chemistry (1969)

B.S., West Virginia University

M.S., Marshall University

Ph.D., University of Tennessee

Clarence E. Styron, Jr., Assistant Professor of Biology (1969)

B.S., Davidson College

M.S., Ph.D., Emory University

Cornelius M. Swart, Assistant Professor of Education (1968)

B.A., University of North Carolina at Chapel Hill

M.A., George Peabody College for Teachers

Grace W. Templeton, Assistant Professor of Education^o (1970)

B.A., Flora Macdonald College

M.Ed., University of North Carolina at Chapel Hill

Arthur W. Varnes, Assistant Professor of Chemistry[‡] (1970)

B.A., Occidental College

Ph.D., University of Indiana

George W. Weimer, Assistant Professor of Music* (1970)

B.M., Ohio State University

M.M., University of Illinois

Thomas M. Whiteley, Assistant Professor of Physical Education and Head Basketball Coach (1971)

B.A., Guilford College

M.Ed., East Carolina University

Ed.D., University of North Carolina at Greensboro

Jo Ann Williams, Assistant Professor of Physical Education (1966)

B.A., High Point College

M.Ed., University of North Carolina at Chapel Hill

INSTRUCTORS

Robbin K. Kinne, Instructor in Physical Education[†] (1970)

B.S., East Stroudsburg State College

M.S., University of Oregon

V. Paul McDonald, Instructor in Sociology^{††} (1969)

A.B., Guilford College

M.S.W., University of North Carolina at Chapel Hill

Joseph B. Murray, Instructor in Economics[‡] (1970)

B.A., LaSalle College

Rutgers University, 1966-69

^o On leave of absence, Spring Term, 1972-73.

[‡] Resigned May 31, 1973.

* On leave of absence, 1973-74.

[†] To Assistant Professor, 1973-74.

^{††} Part time.

Rooney L. Coffman, Instructor in Science Laboratories and Director of Logistics (1968)

B.A., St. Andrews Presbyterian College

John E. Haluska, Instructor in Computer Science (1970)

B.S., North Carolina State University

Annie D. Pauley, Instructor in Mathematics (1971)

B.A., St. Andrews Presbyterian College

M.A.T., Emory University

NEW APPOINTMENTS FOR 1973-74

Robert Y. Valentine, Assistant Professor of Spanish (1973)

B.A., M.A., Brigham Young University

Ph.D., Duke University

Ronald S. Johnson, Assistant Professor of Psychology

B.A., Wake Forest University

M.A., University of Richmond

University of South Carolina, 1970-73

Gary A. Giffen, Instructor in Physical Education

B.S., Bowling Green State University

George M. Conn, Jr., B.A., M.Div., College Pastor

Katherine Weill, R.N., College Nurse



Honors

The College has designed its academic program with considerable flexibility as part of its aim of encouraging maximum development of each student's potential. At the same time it seeks to encourage and formally recognize superior academic achievement. To that end, the College has a number of academic honors which it awards to students during their undergraduate years.

Vardell Scholarships — The College has annually made these awards to approximately ten members of the incoming freshman class. These four-year scholarships, highest academic award of the College, are based on academic record, character, and leadership potential. The Vardell program is being enlarged for 1973-74. Awards under the new program will be known as the St. Andrews Merit Scholarships.

The Vardell Scholars for 1972-73:

Timothy Wakeman Abell, Asheville, North Carolina
Eleanor Anne Acker, Raleigh, North Carolina
Marvin Gage Croom, Lexington, North Carolina
Steven Gaston Elkins, Wilmington, North Carolina
Diane Ruth Hathaway, Richmond, Virginia
Emily Kathryn Hathaway, Richmond, Virginia
Elizabeth L. Leland, Charleston, South Carolina
Helen Russell Moseley, Greenville, North Carolina
William Joseph Page, Jr., Charlotte, North Carolina
Russell Y. Sizemore, Arlington, Virginia

Sophomore Honors, Sophomore Scholars — Each spring the College awards Sophomore Honors to students who have earned an average of 3.0 or better through the winter term of their sophomore year. From this group the College selects those with highest academic records as Sophomore Scholars, a distinction that also carries a \$500 scholarship award.

Sophomore Scholars for 1972-73:

Katherine A. Blue, Vass, North Carolina
Lynn K. Boatwright, Chattanooga, Tennessee
William C. Ewart, Pavo, Georgia
Kathryn E. Hall, Conover, North Carolina
C. David Harris, Kinston, North Carolina
Benjamin R. Irvin, Elizabeth City, North Carolina
Edgar M. Kahn, Franklin, North Carolina
William A. McNair, Atlanta, Georgia
Margaret J. Williford, Siler City, North Carolina
Evelyn N. Worth, Seoul, Korea

St. Andrews Honor Society — Honor Society membership is awarded to junior and senior students who have earned an overall average of 3.25 or better on 18 courses at St. Andrews. Members serve as marshals at convocations and special events, and members who are juniors serve as marshals at Commencement.

Honor Society Members for 1972-73

<i>Sidney W. Atkinson</i>	<i>John T. Graham, Jr.</i>	<i>Allen N. Papp</i>
<i>Nancy I. Baker</i>	<i>Marshall C. Gravely</i>	<i>David A. Ralph</i>
<i>Stephen T. Barber, Jr.</i>	<i>James E. Haddix</i>	<i>Teresa J. Riddle</i>
<i>James V. Bender, Jr.</i>	<i>Anthony B. Hall</i>	<i>Hudson C. Rogers</i>
<i>Roderick C. Brown</i>	<i>Susan F. Harris</i>	<i>Dennis W. Sharpe</i>
<i>James A. Buffington, Jr.</i>	<i>Martha J. Helms</i>	<i>Marguerite L. Simpson</i>
<i>John A. Bullard</i>	<i>Annette M. Lauber</i>	<i>Caroline W. Smith</i>
<i>John E. Bush</i>	<i>Louisa S. Lea</i>	<i>John M. Smith</i>
<i>Dairlyn J. Chelette</i>	<i>Linda L. Logan</i>	<i>Thomas W. Sperling, Jr.</i>
<i>Emily R. Cheney</i>	<i>Stephen M. McAlister</i>	<i>Helen E. Stalder</i>
<i>Sarah E. Copeland</i>	<i>Julie A. McCollum</i>	<i>Frank L. Street</i>
<i>Stevie O. Daniels</i>	<i>Susan A. McCue</i>	<i>Barbara J. Stone</i>
<i>Janice R. Davidson</i>	<i>Rex. A. McGuinn</i>	<i>Bruce A. Taylor, Jr.</i>
<i>Richard M. Eller</i>	<i>Joan E. McKechnie</i>	<i>Lottie E. Tisdale</i>
<i>Sue C. Everett</i>	<i>Richard A. Morgan</i>	<i>Rebecca C. Wampler</i>
<i>Michael T. Fletcher</i>	<i>Suzanne D. Moyers</i>	<i>Marsha L. Waters</i>
<i>Nancy J. Foil</i>	<i>Katrina L. Nesbit</i>	<i>Katherine L. White</i>
<i>Debra C. Goranson</i>	<i>Daphne O'Neal</i>	<i>Dixon C. Williams</i>

Honor Graduates — At Commencement St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. To those with an average of 3.25 or better, degrees are awarded with honors. To those with an average of 3.5 or better, degrees are awarded with high honors. Transfer students will be evaluated for honors on an individual basis by the Faculty. Beginning in 1973-74 the requirement for graduation with Honors is 3.50; for graduation with High Honors, 3.75.

Honor Graduates of the Class of 1972:

High Honors

Anita Bernice Adams, Asheville, North Carolina
George Lynn Bernhardt, Jr., Lenoir, North Carolina
Thomas James Elkins, Philadelphia, Pennsylvania
May Jennings Hamilton, Bennettsville, South Carolina
Dianne Carol Huckins, McLean, Virginia
Susan Hunting, Ft. Lauderdale, Florida
Mary Maxwell Hutcheson, Virginia Beach, Virginia
Sarah Catherine Isley, Boone, North Carolina
Sarah Catherine Speer, Abingdon, Virginia
Debra Lynn Westrick, Winston-Salem, North Carolina

Honors

Johanna Cheney Bernhardt, Fayetteville, North Carolina
Barbara Hanner Chaiken, Laurinburg, North Carolina
Kathleen Koch Dolge, Baton Rouge, Louisiana
Henry T. Gaud, Jr., Charleston, South Carolina
Jeanne Marie MacDougall, Hilton Head, South Carolina
Ann Hutchings McGee, Petersburg, Virginia
Charles Kenneth Mehrling, Silver Spring, Maryland
Peggy Lee Oliver, Statesville, North Carolina
Vickie Sheppard Pesce, Lilesville, North Carolina
Garrie Shields Rogers, Richmond, Virginia
Elmer Lee Southwell, III, Savannah, Georgia
Catherine Ware, Jacksonville, Florida
Elizabeth Carol West, Modesto, California



ALABAMA

Birmingham

Bennett, Walter L.
Hay, Thomas D.
McRae, Kim
Warren, William T., III

Montgomery

Bailey, Linda F.
Marshall, Luan

Other Cities

Baney, Robert M., Daleville
Barkett, Betty G., Ozark
Head, Kimberly, Huntsville
Kutack, Mardi Ann, Fairhope
McGuinn, Rex A., Anniston

CALIFORNIA

Dixon, Gordon A., Santa Rosa
Keenan, Ann D., Belvedere
Rose, Thomas P., Menlo Park
Stone, Barbara J., Stockton

COLORADO

Logan, Linda L., Montrose

CONNECTICUT

East Hartford

Dunn, Joanne
Podhorecny, Mark

Other Cities

D'Adamo, Theresa U., East Haven
Dovell, Louise M., Wilton
Kehaya, E. Whitaker, II, New Canaan
Van Den Heuvel, John, Darien

DELAWARE

Conway, Barbara L., Wilmington
Lauber, Annette, Seaford

FLORIDA

Boca Raton

Finger, Paul E., III
Tilghman, Sidell, III

Clearwater

Smith, Ellen C.
Wightman, Denise

Deland

Sperling, Cynthia L.
Sperling, Thomas W., Jr.

Jacksonville

Bransford, Mary E.
Carson, Dale Craig
Crowell, Robert W.
Dodd, Mary I.
Eipper, John C.
Gabel, David M.
Goedert, Lucy Lee
Johnson, Myra J.
McAlister, Steven M.
Puckhaber, Ralph L., Jr.
Scrogins, Raymond L.
Simmons, Richard B.
White, Katherine E.
Winters, Katrina

Miami and Area

Davidson, Laura, Coral Gables
Fletcher, Michael T.
Gillingham, John W.
Putnam, James M.
Ralph, David A.
White, Terry A.

Ormond Beach

Chew, John C., Jr.
Granville, Blanchard I.
Thames, Robert E.

Palm Beach and Area

Bateman, Cynthia Louise
Dean, Patricia B.
Schwab, John S., West Palm Beach

St. Petersburg

Allen, Elizabeth A.
Bond, Barbara W.
Crump, Lynda L.
Erwin, Riley William
Greene, Michael E.
Hawkins, Peter R.
Peterson, William E.
Ray, Barbara G.
Taylor, Bruce Allen, Jr.

Sarasota

Bryne, Joanna Lynn
Graham, John T., Jr.
Jackson, Virginia E.

Tampa

Byars, Oraleze D.
Cozart, Carla C.
Hardman, Laurence E., Jr.

Other Cities

Alcott, Peter K., Holmes Beach
 Alderman, Rose E., Bowling Green
 Bearse, Ellen, Winter Park
 Campbell, Wesley Lee, Jr., Titusville
 Chappell, Clarence C., Orange Park
 Dennison, Carolyn Louise,
 Gainesville
 Haddix, James E., Ft. Lauderdale
 Futral, William J., Frostproof
 McAlpin, Ann K., Ft. Pierce
 Price, George R.,
 Ponte Vedra Beach
 Robers, Terise E., Cocoa Beach
 Rose, Mary A., Lakeland
 Shafer, Mary C., Ft. Myers Beach
 Victor, Mark W., Deerfield Beach

GEORGIA

Atlanta and Area

Ager, Thomas P.
 Anderson, John M.
 Asbury, Edward M.
 Barnett, Mary C.
 Breckenridge, Jeffrey B.
 Chelette, Dairlyn Jo, Doraville
 Chiles, Cindy L.
 Cooper, Donald G.
 Copelan, Patricia I., Decatur
 Daniels, Stevie O.
 Day, Karen
 Dryman, Dorothy D.
 Ferry, Alan E.
 Fortuna, Kenneth J., Roswell
 Furniss, James P., Jr.
 Garner, James M.
 Gribble, Barry K., Tucker
 Gurganus, Catherine I.
 Haverly, John R.
 Headrick, Patricia J.
 Howard, Michael D.
 Humphress, Laura Kay, Chamblee
 Humphress, Sydney G., Chamblee
 Kennedy, Karen E., Chamblee
 Legerton, Fitzhugh M., Jr.
 Mathews, Louann, College Park
 McNair, William A.
 Merritt, Mary Ann
 Moble, Darlene A.
 Moyers, Suzanne
 Myers, Dorothea A., Decatur
 Nesbit, Katrina R.

Parker, Barbara A.
 Parker, William A., III
 Rawson, William C., Jr.
 Saunders, William H., Jr.
 Thompson, Elizabeth A., Decatur
 Thwaite, James G.
 Tufts, Melissa
 Warren, Thomas Paul
 Whittier, Barbara B.
 Wilkinson, Nancy G.

Augusta

Bush, John E.
 Tommins, Anne C.
 Von Unwerth, R. G.

Griffin

Cheatham, James G.
 Sawyer, Daniel D.

LaGrange

Bullard, John A.
 Davis, June L.

Rome

Cunningham, Margaret O.
 Whittenburg, Neal K.

Savannah

Kitchins, Arthur E., III
 Parr, Frank M.

Thomasville

Ewart, William C.
 Jones, Micajah B.

Woodstock

Buffington, Dorothy E.
 Buffington, James A., Jr.

Other Cities

Bowden, Laurie E., Pavo
 Brown, Stewart F., Suwanee
 Carson, Christina, Athens
 Clark, Terry L., Columbus
 Cosgrove, Bruce B., Watkinsville
 Fitch, Crawford, E., Eatonton
 Hogg, Diane E., West Point
 Kennedy, Jessie G., Martinez
 Mason, Elsie, Macon
 Parks, Loretta R., Cedartown
 Patterson, Thomas K., Dublin
 Sears, Coleman H., Jr., Waycross
 Smith, John M., Clayton
 Vestal, Paul K., Jr., Mableton
 Young, Tracy R., Clarkston

HAWAII

Welch, Richard E., Pearl City

ILLINOIS

Beales, Jefferson D., Barrington
Vernooy, Jeff Allen, Lindenhurst

KANSAS

McPherson, James R.,
Overland Park

KENTUCKY

Danville

Frazier, Mary L.
Richardson, Ann S.
Whittle, Charles E., III

Hopkinsville

Forbes, Mary A.
Stone, Christin G.

Louisville

Horine, Margaret L.
VanZandt, M. Lee
Williams, Richard R.

Other Cities

Averell, John B., Frankfort
Cable, Tamara C., Prospect
Farmer, Pamela S., Hyden
Hagan, Terry M., Paris
Hisle, Karen J., Pineville

LOUISIANA

O'Niell, Ann R., Franklin
Ryan, Thomas C., Mandeville

MARYLAND

(See also Washington, D.C. Area)

Baltimore

Hartlove, Walter E.
Kauffman, Jennifer L.
Morgan, Katherine L., Gibson Is.
Rhoderick, John C.
Serini, John D.
Sullivan, Nancy W.

Baltimore Area

Anderson, Curtis W., Jr.,
Severna Park
Davis, Emmett Thomas, Hyde
Griffin, J. Nicholas, Towson
Waters, Marsha Lynn, Towson
Williamson, John P., Towson
Zimmerman, Melinda M., Catonsville

Chestertown

Cooper, Deborah
Landskroener, James G.
Kelly, Rebecca A.
Sawyer, Richard C., Jr.

Hagerstown

Dux, Thomas N.
Robinson, Duane C.

Other Cities

Hurt, Margaret, Galena
Miles, Christopher, Pocomoke

MASSACHUSETTS

Jones, Thomas D., Dover
Lane, William H., Foxborough
Morgan, Anita, Braintree
Schmidt, Peter H., Wakefield
Weeks, Paula D., Scituate

MICHIGAN

Whittle, William B., Holland

MINNESOTA

Einbinder, Stephen C., Minnetonka

MISSISSIPPI

McCollough, Elizabeth L., Tupelo

MISSOURI

Rand, Milton L., Jr., St. Louis
Rogers, Beth C., St. Louis
Solomon, Mary M., Kansas City

NEBRASKA

Cook, Judy B., Scottsbluff

NEW JERSEY

Riverton

Brigg, Jeffrey MacNeal
Lamon, Arthur C.

Trenton

Burd, Marjorie M.
Judge, Richard J.
Lamont, Catherine Ann

Other Cities

Bramble, Larry K., Boonton
Cosgrove, Catherine L., Millington
Fort, George M., Burlington
Gearhart, David C., Willingboro
Griffith, David L., Lincoln Park
Kurtz, Susanne M., Rahway
Langston, Karen, Berkeley Heights
Maley, Suzanne, Medford Lakes

Meisel, Donald M., Jr., Princeton
 Miller, Arthur V., III, Union
 Miller, Leslie M., Moorestown
 Neill, Jeffrey T., Haddonfield
 Papp, Allen, N., Perth Amboy
 Stuart, John T., Verona
 Tebo, Mary Virginia, Eatontown

NEW MEXICO

Andrews, Susan E., Albuquerque

NEW YORK

Larchmont

Carr, Kathleen
 Siegel, Marjorie

Scarsdale

Rohrmann, Rita D.
 Upjohn, George V.

Other Cities

Burhanna, Howard III, Glen Cove
 Fragaszy, William J., New York City
 Kascher, Suzanne B., Rochester
 Littell, Debby A., Plattsburgh
 Morrison, Eugene H., Middletown
 Robinson, Jill, Westfield
 Spalding, Eliot T., Jr., Manhasset

NORTH CAROLINA

Albemarle

Lunsford, Kathy A.
 Sutton, David H.
 Wall, Nathaniel C.

Franklin

Kahn, Edgar M.
 Taylor, Frederick L.

Gastonia

Bonsac, Shelby Warren
 Connell, Carol A.
 Forrest, Laura Rose

Greensboro

Daniel, Robin L.
 Dockery, Diane L.
 Hester, Elizabeth A.
 Hunter, Elizabeth G.
 Lawson, Jack N.
 Mullin, Mary H.
 Salkin, Kathleen A.
 Sanders, Patricia Louise
 Sellars, David
 Terry, Martha C.
 Weaver, David L.

Greenville

Moseley, Helen R.
 Trevathan, Mary S.

Hamlet

Edens, Gloria J.
 Upchurch, Katherine

Harrisburg

Jenkins, Anne E.
 Taylor, Roxie G.

Henderson

Dickie, Gregory T.
 Evans, William B.

High Point

Bodie, Patricia A.
 Reed, Ruth Ellen
 Stalder, Helen E.

Hope Mills

Estes, Henry L.
 Libby, Brenda J.

Kinston

Creech, Mansfield H.
 Dove, Jacqueline D.
 Harris, Charles D.
 Kerr, Edmund B.
 Kerr, Mary P.
 Paulsen, Robert C.
 Watkins, Nancy W.

Laurinburg

Alford, Vernon, Jr.
 Campbell, Barbara T.
 Cashwell, Diane
 Davis, Robert W.
 Gentry, Thomas H., Jr.
 Haluska, Barbara O.
 Hampton, Wade L.
 Hardesty, Charles
 Hart, Charles W.
 Henderson, John J.
 Johnson, William McC.
 Lea, Louisa S.
 Marks, Martha
 McLean, David A., Jr.
 McMillan, James P., Jr.
 Miller, Maurene M.
 Moore, Karen Elizabeth
 Oates, Hilton V.
 Parrish, John S.
 Tomlinson, Vickie W.
 Vestal, Lynne W.
 Wilmot, William V., III

Lexington

Cook, Steven W.
Croom, Harvin G.
Crouse, Cynthia S.

Lumberton

Skinner, William L., III
Wilkins, William N.

Maxton

Leach, Rona
Morrison, Margie

Monroe

Baucom, Jean Kaye
McCallum, Stephen S.

Mooresville

Lyon, Joan B.
Rader, Mary S.

Morganton

Gooch, Douglas B.
Warren, Wayne A.

Mt. Gilead

Andrews, Charles W.
Ellerbe, Gary L.
Thomas, Brenda Elaine
Watkins, Barbara A.

Mt. Pleasant

Foil, Dorothy D.
Foil, Nancy J.

New Bern

Bradbury, Joanne
Brown, Paula J.
May, Harriet L.
Montgomery, Diana L.
Pollock, Sara Elizabeth
Rowe, Rosemary
Smith, James Shaw
Tingle, Dinah L.
Wheeler, Oliver G., III
Willis, Van F.

Pinehurst

Chatham, David H.
Susalla, Skye J.

Pollocksville

Bender, James V.
Bender, William N.

Raleigh

Barrick, James W.
Caldwell, Charles F.
Chasson, Stephen J.
Copeland, Sarah E.

Daniels, Ethel Annette
Eason, William L.
Ennett, Gloria
Fox, Powell G., III
Harris, Susan F.
Knowles, Margaret B.
Leager, Edward R.
Lynch, Frances M.
MacNair, Caroline I.
Mansfield, William T.
Mitchell, William C.
Oates, Stephen H.
Robinson, John L.
Robinson, Louise R.
Smith, David Hayes
Smith, Edward T.
Snyder, Cynthia M.
Stone, Hugh L., III
Sturges, Janet B.
Williams, Robyn L.
Wolff, Mary S.

Red Springs

McBryde, Jacqueline
Patterson, Wanda D.

Rockingham

Haines, Glenda Parsons
Herring, James L.
Nichols, Alice V.
White, Sidney O.

Salisbury

Mead, Marilyn R.
Reynolds, Paul B., Jr.

Sanford

McIver, Helen E.
Riddle, Teresa Joan

Siler City

Ritter, Timothy W.
Williford, Margaret J.

Southern Pines

Boatner, Mary E.
Brandt, Kevin M.
Drexel, Christina M.
Innes, Diane Lee
Lenahan, Kevin P.
Thompson, Kent W.

Tarboro

Howard, George
Mizell, Alonzo Daniel, III

Tryon

Albertson, Jeffrey Scott

Vosburgh, Stowell W.
 Wadesboro
 Dunlap, Lester E., Jr.
 Flowers, Bettye Jo

Wagram

Aiken, Sylvia M.
 Dunaway, Salley B.
 Roper, William M.

Whiteville

Lacks, Denese S.
 Mooney, Thomas T.

Williamston

Andrews, Raymond I.
 Bonds, Albert M.
 Dailey, Charles M.

Wilmington

Bullock, Nancy J.
 Elkins, Steven G.
 Gemmell, Zachary L.
 Hines, David Mark
 Huff, Aurelia
 Kraly, Mary Louise
 Sinclair, James B.
 Smith, Caroline Wylie
 Taylor, John F.
 Williams, Robert J., II
 Young, Marion E.

Winston-Salem

Baker, Nancy Irene
 Coleman, Francis Alan
 Cramer, Julia B.
 Davis, Charles
 Froeber, Joseph H.
 Goodnough, Mark Lee
 Haley, Danny G.
 Hayden, Ronald L.
 Helms, Martha Jane
 Jones, Pamela A.
 Keith, Russell H.
 Kirkman, Everett E.
 Long, Matt R., III
 McCollum, Julie Ann
 Menius, Richard B., Jr.
 Morris, Sally Ann
 Peoples, David S., II
 Philips, William E.
 Phillips, Karen S.
 Phillips, Kimberly W.
 Porter, John W.
 Prince, William A., III

Ray, Robert A.
 Shirley, Elizabeth R.
 Snyder, Pamela Sue
 Sohmer, Robert M.
 Sorensen, Linda
 Strupe, James G., Jr.
 Wrenn, Charles P., Jr.
 Zimmerman, Stuart N.

Other Cities

Anderson, Mary K., Canton
 Arrington, Donald B., Rowland
 Asher, William C., Cary
 Bailey, Paula S., Chadbourne
 Banbury, Rosalind E., Candor
 Barlow, Ted S., Hudson
 Barnes, William S., Smithfield
 Blue, Katherine A., Vass
 Blumenstein, Robert P.,
 Lake Toxaway
 Carr, Patricia Anne, Mt. Olive
 Collins, William R., Rocky Mount
 Cox, Betsy A., Whispering Pines
 Faw, Kathie M., Wilkesboro
 Flowers, Jennifer L., Riegelwood
 Fouke, Janie McLawhorn, Ayden
 Greeson, Joyce, Thomasville
 Grove, Karen L., Black Mountain
 Hall, Kathryn E., Conover
 Hicks, Thomas M., Forest City
 House, Elizabeth P., Scotland Neck
 Hurley, James M., Troy
 Jernigan, Brenda G., Dunn
 Jones, Lillie R., Hickory
 Kirkpatrick, John E., Eden
 Lambert, Ellen K., Bear Creek
 Marshall, Steven E., Granite Falls
 McNulty, Patrick L., Raeford
 McDonald, Sally S., Deep Run
 McNeil, Pamela A., Millers Creek
 McNeill, Charles R., Jr.,
 Morehead City
 Mell, Paula, Mathews
 Merritt, Lula M., Louisburg
 Miller, T. Davis, Wilson
 O'Neal, Daphne, Belhaven
 Pinnix, Mary A., Asheboro
 Pusey, Pamela S., Tomahawk
 Sampson, Max A., Pembroke
 Sharpe, Dennis W., Mebane
 Sherrill, Nancy J., Ellerbe
 Smith, Ronnie B., Garland

Spaulding, Kermit G., Clarkton
 Stewart, Kenneth C., Jr., Midland
 Thompson, Walter D., Jr., Julian
 Trask, Rachel, Wrightsville Beach
 Tripp, Karen B., Pactolus
 Turbyfill, A. Regina, Maiden
 Wall, Nancy C., Mocksville
 Ward, Ann R., Cherryville
 Warren, Martha C., Prospect Hill
 Williams, Cynthia A., Kenansville
 Wilson, Gary D., Jr., Fort Bragg
 White, Katherine L., Concord
 Wood, George M., Jr., Camden
 Vosnock, Stephen M., Castle Hayne

OHIO

Columbus

Cook, Holly M.
 Hildreth, Bruce R.

Other Cities

Gehres, Hewitt C., Mt. Vernon
 Robinson, Harold L., Fairborn
 Van Schoik, Craig M., Salem
 Whitmyre, Leslie Ann, Bay Village

PENNSYLVANIA

Camp Hill

Barto, Robert W.
 Bowersox, David Gary
 McKechnie, Joan E.
 McKechnie, Jon A.
 Myers, Susan Jane
 Myers, Robert W.

Philadelphia and Area

Atterbury, Harry L., Newtown Square
 Chalfa, John J., Jr., Hazelton
 Dome, Janice A.
 DuPont, Maria S., Chadds Ford
 Eaton, Mary C., Berwyn
 Latshaw, Robert E., Wynnewood
 Rech, Philip D., Huntingdon Valley
 Romeiser, Eric, Berwyn
 Taylor, Christopher, Wyncote
 Ward, Jeffrey Stanley, Wayne
 Zirkle, Patricia A., Berwyn

Pittsburgh and Area

Beedle, Helen E., Hellertown
 Johnston, Claire K., Penn Hills

Sewickley

Hays, John A., Jr.
 O'Rourke, Nancy D.

SOUTH CAROLINA

Bennettville

Liles, Otis B.
 Martin, Winifred
 Rogers, Mary C.

Clio

Kinney, Evelyn J.
 Kinney, Joseph C.
 Moore, Lucy A.
 Woodle, Thomas F., Jr.
 Woods, Hattie F.

Columbia

Harvin, Joseph B.
 Jacobs, Janet Carolyn
 Ledyard, Shoon
 Mason, Mary L.
 McKittrick, Gregory S.
 Vanderlip, Guerry L.

Charleston

Fitzgerald, Sara M.
 Gudmundson, Kristina K.
 Leland, Elizabeth L., Mt. Pleasant
 Leland, Timothy E., Mt. Pleasant
 Mahan, Maureen T.
 Rambo, Elizabeth L., Mt. Pleasant

Florence

Andrews, David S.
 Kassab, Elizabeth A.
 McGowan, John L.

Georgetown

Lumpkin, Sarah D.
 Schneider, Deborah

Greenville

Beale, David Steven
 Beattie, Effie L.
 Schenck, Carol S.
 Wells, William T., III

Greenwood

Gaw, Letitia J.
 Macy, Janet

Myrtle Beach

Brackin, Debra J.
 Duckett, Roy P., Jr.
 Gravely, Marshall G.
 James, William Anthony

Spartanburg

Caron, Pamela J.
 Morrison, Guy L., III

York

Hiott, John A.
Lowry, Samuel K.

Other Cities

Addington, Iris E., Easley
Beale, Susan S., Leesville
Bell, Evelyn E., Chesterfield
Bowie, David R., Abbeville
Compton, Thomas C., III, Anderson
Epps, James S., Lake City
Eubank, Lawrence G., Summerville
Everett, Thomas C., Summerton
Harman, Jeanne A., Hilton Head Is.
Kinnamon, Kamera A., Ft. Mill
Lowery, Michael S., Camden
McArthur, Mary P., Murrells Inlet
McDonald, Edmund M., Jr., Sumter
Murphy, Julia A., Aiken
Rabon, Beth D., Conway
Richards, Victoria L., Lugoff
Tisdale, Lottie E., Mayesville
Weaver, Miles F., Darlington
Willis, Patricia, McColl

TENNESSEE

Chattanooga

Boatwright, Lynn K.
Eiselstein, Mary S.
Helm, Hugh B.

Kingsport

King, Elizabeth M.
Peters, Thomas L.

Memphis

Byrne, Joseph H.
Catmur, John C.
Freeburg, Houston L.

Nashville

Allen, Charles R.
Allen, Rebecca F.
Bradley, Mary M.
Byrd, Damon
Coffin, Paul
Graham, Alexander B.
Haggard, William David
Kerrigan, James P., IV
Manier, Thomas M.
Myers, Ann M.
Satterwhite, Melissa
Simmons, Kathleen N.
Smith, Patricia P.

Strecke, Karen L.
Weaver, Dempsey
Wilson, Elsa M.

Other Cities

Goranson, Debra C., Covington
Johnston, George S., Knoxville
Kirkman, Kathy L., Murfreesboro
Turlington, Bayly F., Sewanee

TEXAS

Houston

Hannah, Janet
Terry, Patricia A.

Other Cities

Meinrath, Timothy C., Corpus Christi
Newbold, Helen M., Dallas
Ware, John T., Port Arthur

VIRGINIA

(Also see Washington, D.C. Area)

Charlottesville

Bryant, Milford H., Jr.
Jessup, James L.
Joseph, Samuel John, III

Lynchburg

Anthony, Alexander W.
Burrus, William H., III
Howe, Janet B.
Perrow, Anne L.

Newport News and Area

Andrews, Jane C., Hampton
Buchanan, Deborah A., Hampton
Kennedy, Lorna A.
Knight, Luther T.
Ledbetter, Elizabeth F.
Wallace, Oscar L.

Orange

Eldridge, John
McClellan, William A.
Shackelford, Lyne M., Jr.

Petersburg

Hermann, Cecelia M., Ft. Lee
Johnson, Venable, Jr.
Schweitzer, Bruce W., Ft. Lee
Watson, Meredith H.

Pulaski

McGuire, W. Mark
Surface, Jerry G.
Walton, Robert H.

Richmond and Area

Atkinson, Sidney W.
 Bradley, Phillip A.
 Buford, Algernon S.
 Byrne, Sara J., Ashland
 Glenn, Mary C.
 Harvey, Mark B.
 Hathaway, Diane R.
 Hathaway, Emily K.
 Jolly, Patricia Ann
 King, Carolyn L.
 Lawson, Eric
 McGurn, Teresa C.
 Miller, Nancy W.
 Montgomery, Dorothy D.
 Moore, Elizabeth H.
 Moore, William B.
 Neff, Betsy F.
 Oden, Ann B.
 Rackett, Roland N., III
 Thompson, Janice L.
 Thoonkapbalin, Premruethai
 Thrift, Donald W.
 White, Peter L.
 Wilson, Steven W.

Roanoke

Beavers, Nancy F.
 Brown, Sallie P.
 Guerrant, Anne D.
 Hamill, Susan J.
 Miller, David B.
 Summerson, Susan K.
 Vest, Mary E.

Salem

Brand, Miriam H.
 Burres, Daniel O.
 Sutton, Ann L.
 White, Elizabeth B.

Suffolk

Davis, Mallory A.
 Godwin, Ellen B.
 Harlow, John N.
 Holland, Joseph J.

Virginia Beach

Moore, Valerie Lynn
 Sherman, John C.
 Vakos, Sandra L.

Waynesboro

Eller, Richard M.

Fauber, Larrabee K.

Neet, Jennifer R.

Weems, Marian B.

Williamsburg

Bowen, Matilda V.
 Humphrey, Carolyn F.
 Kauffman, Anna C.
 Sparks, Caroline L.

Winchester

Burkholder, Melissa B.
 Dunlap, Ann C.
 Kyre, Kenneth K., Jr.

Other Cities

Campbell, Donald R., Wytheville
 Crowell, Thomas A., III,
 South Boston
 Drinkard, Deborah S., Glade Spring
 McCue, Susan A., Richlands
 Meador, Nancy C., Big Stone Gap
 Morten, William B., Bassett
 Wampler, Rebecca C., Stuarts Draft
 Wetsel, Christobel, Locustdale
 Whitehead, Ruth P., Radford
 Woody, Julia C., Penn Laird

WASHINGTON, D.C.

Ingram, Banning V.

Moore, Martha E.

Newbill, Mary L.

Washington D.C. Area

Alexandria, Va.

Saunders, Margaret L.

Smith, Gary B.

Arlington, Va.

Barker, Thomas W., Jr.
 Bowlin, Elizabeth S.
 Boykin, Bette Lynn
 Brown, Roderick C.
 Kostik, Peter J., Jr.
 Lynch, Catherine S.
 MacCue, Conrad
 Mitchell, William F.
 Moberly, Teresa L.
 Pherson, William R.
 Sizemore, Russell Y.

Falls Church, Va.

Hardison, Karen E.

Hartke, Keith Leslie

Lynch, James J., Jr.
Neuman, Christopher E.
Rhoderick, Richard R.
Williams, David M.

McLean, Va.

Bradfield, Claude E., III
Manchester, Susan P.
Poe, Anne E.

Potomac, Md.

LaGuardia, John
Ragan, Colleen P.

Rockville, Md.

Helmer, Stephen R.
Kelly, David C.

Silver Spring, Md.

Getty, George C.
Giblin, Thomas R., Jr.
Mugge, Frances E.
Robertson, Nancy M.
Rochelle, Ann Darby

Springfield, Va.

Handley, Lalla R.
Lowenhaupt, Eric S.
McClelland, Jeanette M.

Timonium, Md.

Gregory, Eric W.
Hottle, Christeny A.

Other D.C. Area Cities

Maryland

Campbell, Glenn E., Germantown
Donhauser, Jennifer L.,
Chevy Chase
Gray, Warren G., Laurel
Harrison, Margaret, Annapolis
Luckritz, Debra K., Camp Springs

Virginia

McCauley, Kenneth S., Bethesda
Buckland, William W., Middleburg
Meyer, Harry M., II, Waterford
Rogers, Hudson C., Vienna
Rowan, Jeanne S., Reston
Schillerstrom, Linda C., Annandale

WEST VIRGINIA

Bluefield

Bowen, Henry A.

Davidson, Janice Ruth
Hale, Charles B., Jr.

Charleston

Carson, Collette L.
Gibson, Debra M.
Huff, Harry A.
Lamb, Craig E.
Martin, Deborah J.
Neale, Beverly Lynn
Neale, Steven W.
Northeimer, William W.
Young, Emory R., III

Fayetteville

Hill, Claude R., III
Mahan, Charles E.

Huntington

Everett, Sue Carol
Morgan, Richard A.

Other Cities

Coyle, Nancy H., Kearneysville
Fitch, Sheila J., Athens
Keyser, Sandra D., Beckley
Perkins, Paige A., Bridgeport
Rice, Melinda H., Dunbar
Shadle, Linda, Southside

WISCONSIN

Hogan, Eileen R., Greenlake

NON-CONTINENTAL U.S.

Afghanistan

Givens, John H., III

Ethiopia

Tesfa-Michael, Seyoum,
Addis Ababa

India

Ruff, Heather I., New Delhi

Korea

Grubbs, Cynthia L., Chunju
Moore, David V., Taejon
Worth, Evelyn N., Seoul

New York, FPO

Howard, Jill A.

Thailand

Jotikabukkana, Buranan, Bangkok

Turkey

Kibrityan, Mari, Istanbul

College Endowment

GENERAL AND RESTRICTED FUNDS SCHOLARSHIP FUNDS AND LOAN FUNDS

Through the generosity of friends of St. Andrews, together with funds established earlier at Flora Macdonald College and Presbyterian Junior College, either as living tributes or memorials, the College is building an endowment that is providing a measure of permanent support helping to insure the ongoing work of the College.

General and Restricted Funds

The following named endowment funds of at least \$10,000 have been established:

- The H. T. Atkins Fund
- Senah Critz and Charles A. Kent Trust Fund
- The Kate Bitting Reynolds Fund
- The Scottish Fund
- The Women of the Church — Chair of Bible
- Board of Christian Education — Chair of Bible

Other funds of at least \$1,000 have been given for endowment purposes in the name of the following:

- Mrs. Katherine S. Boyd
- Margaret J. Denny
- The Elise Academy Memorial
- Frank Fisler Memorial
- Mr. and Mrs. Hiram Grantham Memorial
- George M. Wilcox Memorial
- James Wilson and Emma Holt White

Scholarships

The following named scholarship funds of at least \$10,000 have been established:

- The Mattie B. McLean Baldwin Scholarship Fund
- The Belk Memorial Scholarship Fund
- The Anne Blue Tucker Honor Scholarship Fund
- The John Blue Scholarship Fund
- The William Ralston Campbell Scholarship Fund
- The Robert F. Davidson Scholarship Fund
- The Ruth and Mary Fitzgerald Student Aid Fund
- The E. L. Gaither Scholarship
- The Elma and Price H. Gwynn, Jr. Scholarship Fund
- The Emma Lillian Keigwin Scholarship Fund
- The McLaurin Brothers (J. W., Thomas H., Roy and Ed) Memorial Scholarship Fund
- The Almena Currie McLean Student Aid Fund
- The Mildred McLaurin McLean Memorial Scholarship Fund
- The Ellen McNeill Scholarship Fund
- The Frank Mizell Scholarship Fund

The Charles W. Perry Scholarship Fund
 The Robert C. Quantz Memorial Scholarship Fund
 The Lucy Steele Scholarship Fund
 The Charles H. Trexler Memorial Scholarship Fund
 The Roy Edward Watts Scholarship Fund
 The J. Harvey White Memorial Scholarship Fund

Other funds of at least \$1,000 have been given for scholarship purposes in the name of the following:

Alumnae Classes of 1945, 1950, 1953, 1957, and 1961	Jane Flow Henderson Memorial
Dr. and Mrs. Robert Anderson Memorial	Joseph Eli Henderson Memorial
William M. Baker	John L. and Janie J. Henry Memorial
Mrs. James F. Blue Memorial	Martha A. Holt
James Boyd Memorial	Andrew J. Howell Memorial
Harry L. Brockmann	Franklin L. Hyndman Memorial
Rowland A. Brown Scholarship	Huntersville Presbyterian Church
Andrew Bryson Fund	Minnie Melvin Johnson Memorial
Burlington, Women of First Presbyterian Church	Paul Guthrie Jones
Nancy Boyle Caballero	Junior Service League of Laurinburg
C. Fred Carlson	Sarah and Louis C. LaMotte
Carolina Telephone and Telegraph Company	Katherine Mary Patterson, and Mattie Livingston Memorials
R. Don Carson Memorial	Dr. David McBryde
Currie and Patterson Memorial	Hattie McBride Memorial
William Drake	Daniel Archibald McCormick
Warren M. Ficklen Memorial	Bessie McNeill McEachern Memorial
N. N. Fleming	John W. McLaughlin
Alma Green Frye Memorial	Antress McLean
Samuel Hewitt Fulton	Andrew Calhoun McLeod
E. E. Gillespie	A. H. McLeod, Sr.
Elizabeth Monroe Taylor Gilmour Memorial	Flora McLean McLeod Memorial
Margaret Fraser Gluck	Mr. and Mrs. George F. McMillan
Mr. and Mrs. Ernest Graham, Sr.	J. L. McMillan
Kate Fields Grannis Memorial	James L. McNair
John Wesley Hall	Laurin McQueen
Sally McCall and Robert Pickett Hamer	William and Ida Carmichael McQueen
Margaret McKinnon Hawley Memorial	Ansley C. Moore
Mildred Johnston Hay	Angus McKinnon Morgan Memorial
	Mark Morgan
	Edward M. O'Herron, III
	Olney Presbyterian Church

Rockingham First Presbyterian
Church
Osteen-Woodson Scholarship
Evelyn Butler Phillips
Fannie Bullock Pullen
Jessie Schoellkoff
The Sinnott Scholarship
Thomas Stamps Memorial
Mr. and Mrs. J. D. Stewart
Leroy Stadler

Charles G. Vardell
Katherine Allen and
Jane Dickson Bell Vardell
Linda Vardell
Leo and Ella Wallace
Mary Gale Carter White
Jessie Chandler Willard
Marion Stokes Williamson
Elizabeth Yongue

Loan Funds

The following named loan funds of at least \$10,000 have been established:

The Jennie E. Alexander Loan Fund
The James Madison Graham Memorial Loan Fund

Other funds of at least \$1,000 have been given for loan purposes in the names of the following:

Andrew Bryson	Dr. O. L. Parker
Dr. Darius Flinchum	T. M. Stanback
J. F. McNair	The Smyth Family
J. L. McNair	Julia Stewart
The Masonic Order	Mrs. J. D. Swinson
	Mrs. Emma G. Thorpe

Form of Bequests

Since each state has special statutory regulations regarding wills, it is most important that all testamentary papers be signed, witnessed, and executed according to the laws of the state in which the testator resides. In all cases, however, the legal name of the corporation must be accurately given as in the following form:

*" I give, devise, and bequeath to ST. ANDREWS PRES-
BYTERIAN COLLEGE, INC., a North Carolina corporation,
located at Laurinburg, North Carolina, the sum of \$_____
(or property herein described) to be used by its Board of
Trustees as they may deem advisable for the benefit of the
College."*

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Application for admission to St. Andrews Presbyterian College

(Print or Type)

Legal Name Area Code & Tel. No. Social Security Number

Father's Name

No.

Mother's Name

Year:

Home Mail Address

City, State & ZIP

App. Dep.

Father's Business Address

A.C.

High School

H.S. Address: city, state

county

Action

Date of Birth

Month and year of H.S. graduation

Pay't:

College attended since H.S. graduation

Address of College

R.A.

I hereby make application for the admission of _____
to St. Andrews Presbyterian College, Laurinburg, N.C. 28352 for the school term beginning September, 19____ under the terms
set forth in the current catalog of the College. I am enclosing an application fee of \$15.00.

Note: The application fee is a service charge to cover partiallye and mail with application to Director of Admissions.

Signature of Parent

Dated

Please make check payable to St. Andrews Presbyterian Colleg the cost of processing the application and is non-refundable.

ADMISSION OFFICE

St. Andrews

PRESBYTERIAN COLLEGE
Laurinburg, N.C. 28352

To: